Main Criteria: Ancient History-Based Writing Lessons

Secondary Criteria: Delaware Standards and Instruction

Subject: Language Arts

Grades: 6, 7, 8

Ancient History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Delaware Standards and Instruction

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6SL4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC6L6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Delaware Standards and Instruction

		Grade 7 - Adopted: 2010
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

		Delaware Standards and Instruction
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / INDICATOR		Presentation of Knowledge and Ideas
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Grade 8 - Adopted: 2010			
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12	

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STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
	CC8W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI	CC8W4. DE.CC8S L.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
ENDURING UNDERSTANDI NG STANDARD /	DE.CC8S	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG STANDARD / STRAND	DE.CC8S	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Speaking and Listening Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	DE.CC8S L.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on
ENDURING UNDERSTANDI NG STANDARD I STRAND STRAND I INDICATOR ENDURING UNDERSTANDI NG	DE.CC8S L. CC8SL1.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC8SL1 a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 02: Unit 2 Writing from Notes, p. 7-26

Delaware Standards and Instruction

Grade 6 - Adopted: 2010			
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	

STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STRAND		
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 7 - Adopted: 2010
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
	DE.CC7L.	Language Standards 6-12 Vocabulary Acquisition and Use

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		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1	Follow rules for collegial discussions and decision-making, track progress toward specific goals

BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 03: Unit 2 Writing from Notes, p. 27-32

Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
	DE.CC6W	Writing Standards 6-12 Range of Writing
STRAND /	DE.CC6W	
STRAND / INDICATOR ENDURING UNDERSTANDI		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC6W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND	CC6W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC6W10 DE.CC6S	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING	CC6SL1	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on
NG		others' ideas and expressing their own clearly.
	CC7SL1	
NG		Others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
BENCHMARK	a. CC7SL1	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
BENCHMARK BENCHMARK	a. CC7SL1 b. CC7SL1	Others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with
BENCHMARK BENCHMARK BENCHMARK	a. CC7SL1 b. CC7SL1 c.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK BENCHMARK BENCHMARK BENCHMARK	a. CC7SL1 b. CC7SL1 c. CC7SL1 d.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

ENDURING UNDERST ANDI NG ENDURING UNDERST ANDI NG ENDURING UNDERST ANDI NG ENCHMARK CC71.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STANDARD / STRAND / INDICATOR ENDURING UNDERST ANDI NG ENDURING UNDERST ANDI NG ENDURING UNDERST ANDI NG ENCHMARK CC71.4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. BENCHMARK CC71.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. BENCHMARK CC71.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STANDARD / STRAND / INDICATOR Vocabulary Acquisition and Use NOBLECTI. Language Standards 6-12 STRAND / INDICATOR Vocabulary Acquisition and Use NOBLECTI. Language Standards 6-12 STRAND / INDICATOR CC71.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK CC7L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STANDARD / STRAND / INDICATOR ENDURING CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to			Knowledge of Language
STANDARD / STRAND DE.CC7L. Language Standards 6-12 STRAND / INDICATOR Vocabulary Acquisition and Use ENDURING UNDERSTANDI NG BENCHMARK CC7L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STANDARD / STRAND DE.CC7L Language Standards 6-12 STRAND / INDICATOR Vocabulary Acquisition and Use ENDURING CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	UNDERSTANDI	CC7L3.	
STRAND / INDICATOR ENDURING UNDERST ANDI NG ENCHMARK CC7L4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STANDARD / STRAND STANDARD / INDICATOR DE.CC7L. Language Standards 6-12 ENDURING CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to	BENCHMARK	CC7L3a.	
ENDURING UNDERST ANDI NG CC7L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STANDARD / STRAND DE.CC7L. Language Standards 6-12 STRAND / INDICATOR CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to		DE.CC7L.	Language Standards 6-12
BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STANDARD / STRAND DE.CC7L. Language Standards 6-12 STRAND / INDICATOR Vocabulary Acquisition and Use ENDURING UNDERSTANDI CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to			Vocabulary Acquisition and Use
a sentence) as a clue to the meaning of a word or phrase. BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). STANDARD / STRAND DE.CC7L. Language Standards 6-12 STRAND / INDICATOR Vocabulary Acquisition and Use ENDURING	UNDERSTANDI	CC7L4.	
STANDARD / STRAND DE.CC7L. Language Standards 6-12 STRAND / Vocabulary Acquisition and Use ENDURING CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and UNDERSTANDI phrases; gather vocabulary knowledge when considering a word or phrase important to	BENCHMARK	CC7L4a.	
STRAND / Vocabulary Acquisition and Use ENDURING	BENCHMARK	CC7L4d.	
ENDURING CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and UNDERSTANDI phrases; gather vocabulary knowledge when considering a word or phrase important to		DE.CC7L.	Language Standards 6-12
UNDERSTANDI phrases; gather vocabulary knowledge when considering a word or phrase important to			Vocabulary Acquisition and Use
	UNDERSTANDI	CC7L6.	phrases; gather vocabulary knowledge when considering a word or phrase important to

Grade 8 - Adopted: 2010			
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Craft and Structure	

ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
	DE.CC8W	Writing Standards 6-12 Production and Distribution of Writing
STRAND /	DE.CC8W	
STRAND / INDICATOR ENDURING UNDERSTANDI		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING	. CC8W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG	CC8W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD / STRAND	CC8W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC8W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards 6-12 Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD / STRAND ENDURING UNDERSTANDING STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC8W4. CC8W5. DE.CC8W .	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards 6-12 Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
	CC8SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
ENDURING UNDERSTANDI NG STANDARD I		Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG STANDARD / STRAND		Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12
ENDURING UNDERSTANDI NG STANDARD I STRAND STRAND I INDICATOR ENDURING UNDERSTANDI	DE.CC8L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
ENDURING UNDERSTANDI NG STANDARD I STRAND STRAND I INDICATOR ENDURING UNDERSTANDI NG	DE.CC8L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ENDURING UNDERSTANDI NG STANDARD I STRAND STRAND STRAND ENDURING UNDERSTANDI NG BENCHMARK	CC8L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND	CC8L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood. Language Standards 6-12

STRAND / DE.CC8L. Language Standards 6-12 STRAND / INDICATOR CC8L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ENDURING CC8L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and UNDERSTANDI phrases; gather vocabulary knowledge when considering a word or phrase important to		DE.CC8L.	Language Standards 6-12
UNDERSTANDI phrases; gather vocabulary knowledge when considering a word or phrase important to			Vocabulary Acquisition and Use
	UNDERSTANDI	CC8L6.	phrases; gather vocabulary knowledge when considering a word or phrase important to

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Delaware Standards and Instruction

Grade 6 - Adopted: 2010			
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings	
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Integration of Knowledge and Ideas	
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	

STANDARD /	DE.CC6W	Writing Standards 6-12
STDAND		

Text Types and Purposes			
Information through the selection, organization, and analysis of relevant content.			Text Types and Purposes
classification, comparison/contrast, and cause/effect, include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. BENCHMARK CC6W2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. BENCHMARK CC6W2c Use appropriate transitions to clarify the relationships among ideas and concepts. CC6W2c Use appropriate transitions to clarify the relationships among ideas and concepts. CC6W2d Use precise language and domain-specific vocabulary to inform about or explain the topic. CC6W2d Use precise language and domain-specific vocabulary to inform about or explain the topic. CC6W2d Provide a concluding statement or section that follows from the information or explanation presented. STANDARD / DECC6W Writing Standards 6-12 STANDARD / Production and Distribution of Writing CC6W4. Product clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG STANDARD / DECC6W Writing Standards 6-12 STRAND / Mill some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. STANDARD / DECC6W Writing Standards 6-12 STRAND / NDCATOR ENDURING UNDERSTANDI NG DECC6W Prawe evidence from literary or informational texts to support analysis, reflection, and research. STANDARD / STRAND / Production in a text, distinguishing claims that are supported by reasons and evidence from claims that are nor?). STANDARD / STRAND / Range of Writing STANDARD / Range of Writing	UNDERSTANDI	CC6W2.	
BENCHMARK CC6W2d Use appropriate transitions to clarify the relationships among ideas and concepts. BENCHMARK CC6W2d Use precise language and domain-specific vocabulary to inform about or explain the topic. BENCHMARK CC6W2f. Provide a concluding statement or section that follows from the information or explanation presented. STANDARD / STRAND / Production and Distribution of Writing STRAND / Production and Distribution of Writing ENDURING UNDERSTANDI NG CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. STANDARD / STRAND / Research to Build and Present Knowledge RENDURING UNDERSTANDI NG BENCHMARK CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. STANDARD / STRAND / Production and strengthen writing as a standards to literary nonfection (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are nor"). STANDARD / STRAND / Range of Writing	BENCHMARK	CC6W2a	classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
BENCHMARK CC6W2t Provide a concluding statement or section that follows from the information or explanation presented. STANDARD / STRAND / Production and Distribution of Writing ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND / DE.CC6W Writing Standards 6-12 ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. STANDARD / STRAND / NG STANDARD / STRAND / NG ENDURING UNDERSTANDI NG STANDARD / STRAND / DE.CC6W Writing Standards 6-12 ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND / NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG BENCHMARK CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. STANDARD / STRAND / DE.CC6W Writing Standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, dissinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND / Range of Writing STANDARD / STRAND / Range of Writing	BENCHMARK	CC6W2b	
BENCHMARK CC6WZI. Provide a concluding statement or section that follows from the information or explanation presented. STANDARD / STRAND DE.CC6W Writing Standards 6-12 Production and Distribution of Writing ENDURING UNDERSTANDI NG ENDURING CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG STANDARD / STANDARD / DE.CC6W Writing Standards 6-12 STANDARD / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / DE.CC6W Writing Standards 6-12 STANDARD / DE.CC6W Writing Standards 6-12 STANDARD / DE.CC6W Writing Standards 6-12	BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
STANDARD / STRAND / INDICATOR STANDARD / STRAND / INDICATOR DE.CC6W Writing Standards 6-12 Production and Distribution of Writing In which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND / DE.CC6W Writing Standards 6-12 STRAND / Draw evidence from literary or informational texts to support analysis, reflection, and research. NG BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STRAND / DE.CC6W Writing Standards 6-12 STRAND / DE.CC6W Writing Standards 6-12 STRAND / Range of Writing Range of Writing	BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / INDICATOR ENDURING UNDERSTANDI NG E	BENCHMARK	CC6W2f.	
ENDURING UNDERSTANDI NG CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG Research to Build and Present Knowledge ENDURING UNDERSTANDI NG CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND / DE.CC6W Writing Standards 6-12 STRAND / Range of Writing		DE.CC6W	Writing Standards 6-12
Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims that are nor"). DE.CC6W DE.CC6W Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims that are nor"). DE.CC6W Writing Standards 6-12 Rand Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. DE.CC6W Description of the present of the prese			Production and Distribution of Writing
UNDERSTANDI NG DE.CC6W Writing Standards 6-12 STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG Draw evidence from literary or informational texts to support analysis, reflection, and research. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND / Range of Writing	UNDERSTANDI	CC6W4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STRAND / Research to Build and Present Knowledge ENDURING UNDERSTANDI NG BENCHMARK CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / DE.CC6W Writing Standards 6-12 STRAND / Range of Writing	UNDERSTANDI	CC6W5.	
ENDURING UNDERSTANDI NG CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND DE.CC6W Writing Standards 6-12 Range of Writing		DE.CC6W	Writing Standards 6-12
UNDERSTANDI RESEARCH. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND DE.CC6W Writing Standards 6-12 Range of Writing			Research to Build and Present Knowledge
specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND DE.CC6W Writing Standards 6-12 STRAND Range of Writing	UNDERSTANDI	CC6W9.	
STRAND . STRAND / Range of Writing			
	BENCHMARK	CC6W9b	specific claims in a text, distinguishing claims that are supported by reasons and evidence from
	STANDARD /		specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND		
STRAND / INDICATOR		Conventions of Standard English
STRAND /	CC6L1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR ENDURING UNDERSTANDI	CC6L1d.	Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR ENDURING UNDERSTANDI NG		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC6L1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC6L1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK STANDARD / STRAND	CC6L1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC6L1d. CC6L1e. DE.CC6L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC6L1d. CC6L1e. DE.CC6L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Language Standards 6-12 Vocabulary Acquisition and Use

Grade 7 - Adopted: 2010				
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12		
STRAND / INDICATOR		Key Ideas and Details		
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12		
STRAND / INDICATOR		Craft and Structure		
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12		
STRAND / INDICATOR		Text Types and Purposes		
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
	CC7SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
ENDURING UNDERSTANDI NG STANDARD /		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG STANDARD / STRAND		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC7L3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND	CC7L3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards 6-12

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ST ANDARD /	DE.CC7L.	Language Standards 6-12
STRAND		
STRAND / INDICATOR		Vocabulary Acquisition and Use

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
	DE.CC8L.	Vocabulary Acquisition and Use
STRAND /	CC8L4.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC8L4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC8L4a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC8L4a. CC8L4d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND

DE.CC6R Reading Standards for Literature 6-12 L.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts	
	Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity	
ENDURING UNDERSTANDI NG	CC8RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERST ANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	

BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

Delaware Standards and Instruction

Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

BENCHMARK CC6W3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. BENCHMARK CC6W3e Provide a conclusion that follows from the narrated experiences or events. STANDARD / STRAND / INDICATOR Production and Distribution of Writing ENDURING UNDERSTANDI NG CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG STANDARD / STRAND TRAND			
BENCHMARK CC6W3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. BENCHMARK CC6W3e Provide a conclusion that follows from the narrated experiences or events. STANDARD / STRAND / INDICATOR Production and Distribution of Writing STRAND / Production and Distribution of Writing INDICATOR Produce clear and coherent writing in which the development organization, and style are appropriate to lask, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG CC6W5. Writing Standards 6-12 STRAND / INDICATOR Range of Writing Range of Writing CC6W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorte time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, a audiences. STRAND / INDICATOR DE.CC6S Speaking and Listening Standards 6-12 STRAND / INDICATOR COmprehension and Collaboration DE.CC6S11. Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing their own clearly. BENCHMARK CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas un discussion. BENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	BENCHMARK	CC6W3a	, , ,
EENCHMARK CC6W3e Provide a conclusion that follows from the narrated experiences or events. STANDARD / STRAND / STRAND / STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach. STRAND / INDICATOR Range of Writing ENDURING UNDERSTANDI NG STRAND / INDICATOR ENDURING UNDERSTANDI NG CC6W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorte time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, a audiences. STRAND / INDICATOR ENDURING UNDERSTANDI NG CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. EENCHMARK CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas undiscussion. EENCHMARK CC6SL1 Pollow rules for collegial discussions, set specific goals and deadlines, and define individual roan needed. EENCHMARK CC6SL1 Pollow rules for collegial discussions with elaboration and detail by making comments that	BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
STANDARD / STRAND / INDICATOR Production and Distribution of Writing ENDURING UNDERSTANDI NG CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. STANDARD / STRAND / INDICATOR Range of Writing ENDURING UNDERSTANDI NG STANDARD / Write routinely over extended time frames (time for research, reflection, and revision) and shorte time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, a audiences. STANDARD / STRAND / INDICATOR STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. BENCHMARK CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roal sended. BENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	BENCHMARK	CC6W3d	
STRAND / INDICATOR Production and Distribution of Writing ENDURING UNDERSTANDI NG CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG STANDARD / STRAND INDICATOR Page of Writing Standards 6-12 Range of Writing ENDURING UNDERSTANDI NG CC6W10 Writing Standards 6-12 ENDURING UNDERSTANDI NG ENDURING CC6W10 Writing standards 6-12 ENDURING UNDERSTANDI NG CC6W10 Writing standards 6-12 Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ENDURING UNDERSTANDI ENDURING UNDERSTANDI Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ENDURING UNDERSTANDI ENDURING UNDERSTANDI Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ENDURING UNDERSTANDI ENDURING UNDERSTANDI Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ENDURING UNDERSTANDI Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and express	BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
ENDURING UNDERSTANDI NG STANDARD / STRAND		DE.CC6W	Writing Standards 6-12
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	BENCHMARK		Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	BENCHMARK		
BENCHMARK CC6SL1 Review the key ideas expressed and demonstrate understanding of multiple perspectives through the description of the company	BENCHMARK		Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade 7 - Adopted: 2010

STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERST ANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC7L5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010			
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12	

STRAND /		Craft and Structure
INDICATOR		
ENDURING UNDERSTANDI NG	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC8RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	CC8W2c DE.CC8W	
STANDARD /		ideas and concepts.
STANDARD / STRAND		ideas and concepts. Writing Standards 6-12
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	DE.CC8W	ideas and concepts. Writing Standards 6-12 Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING	DE.CC8W	ideas and concepts. Writing Standards 6-12 Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	DE.CC8W CC8W3.	Writing Standards 6-12 Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC8W3c CC8W3e	Writing Standards 6-12 Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC8L5b.	Use the relationship between particular words to better understand each of the words.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.

STANDARD /	DE.CC6W	Writing Standards 6-12
STRAND		

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Delaware Standards and Instruction

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC8RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC8L6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CC6W3c	
	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
DE.CC6W	Writing Standards 6-12
	Production and Distribution of Writing
CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DE.CC6W	Writing Standards 6-12
	Range of Writing
CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DE.CC6S L.	Speaking and Listening Standards 6-12
	Speaking and Listening Standards 6-12
L.	Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
CC6SL1.	Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
CC6SL1. CC6SL1 CC6SL1	Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles
	CC6W4.

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grade 7 - Adopted: 2010				
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12		
STRAND / INDICATOR		Key Ideas and Details		

ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		Writing Standards 6-12

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
		Speaking and Listening Standards 6-12 Presentation of Knowledge and Ideas
STRAND /		
STRAND / INDICATOR ENDURING UNDERSTANDI	L.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC7SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND	CC7SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC7SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC7SL4. DE.CC7L. CC7L3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG BENCHMARK	CC7L3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / STRAND	CC7L3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards 6-12

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

Language Arts		
Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC8RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
NG		defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
ENDURING UNDERSTANDI	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
ENDURING UNDERSTANDI NG ST ANDARD /		With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
ENDURING UNDERSTANDI NG STANDARD / STRAND		With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	DE.CC8W	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards 6-12 Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD /	DE.CC8W	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards 6-12 Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in

a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK

CC8L4a.

BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

Delaware Standards and Instruction

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

STANDARD /	DE.CC6W	Writing Standards 6-12
STDAND		

Text Types and Purposes			
Information through the selection, organization, and analysis of relevant content.			Text Types and Purposes
classification, comparison/contrast, and cause/effect, include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. BENCHMARK CC6W2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. BENCHMARK CC6W2c Use appropriate transitions to clarify the relationships among ideas and concepts. CC6W2c Use appropriate transitions to clarify the relationships among ideas and concepts. CC6W2d Use precise language and domain-specific vocabulary to inform about or explain the topic. CC6W2d Use precise language and domain-specific vocabulary to inform about or explain the topic. CC6W2d Provide a concluding statement or section that follows from the information or explanation presented. STANDARD / DECC6W Writing Standards 6-12 STANDARD / Production and Distribution of Writing CC6W4. Product clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG STANDARD / DECC6W Writing Standards 6-12 STRAND / Mill some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. STANDARD / DECC6W Writing Standards 6-12 STRAND / NDCATOR ENDURING UNDERSTANDI NG DECC6W Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are nor"). STANDARD / STRAND / Range of Writing STANDARD / STRAND / Range of Writing	UNDERSTANDI	CC6W2.	
BENCHMARK CC6W2d Use appropriate transitions to clarify the relationships among ideas and concepts. BENCHMARK CC6W2d Use precise language and domain-specific vocabulary to inform about or explain the topic. BENCHMARK CC6W2f. Provide a concluding statement or section that follows from the information or explanation presented. STANDARD / STRAND / Production and Distribution of Writing STRAND / Production and Distribution of Writing ENDURING UNDERSTANDI NG CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. STANDARD / STRAND / Research to Build and Present Knowledge RENDURING UNDERSTANDI NG BENCHMARK CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. STANDARD / STRAND / Production and strengthen writing as a standards to literary nonfection (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are nor"). STANDARD / STRAND / Range of Writing	BENCHMARK	CC6W2a	classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
BENCHMARK CC6W2t Provide a concluding statement or section that follows from the information or explanation presented. STANDARD / STRAND / Production and Distribution of Writing ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND / DE.CC6W Writing Standards 6-12 ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. STANDARD / STRAND / NG STANDARD / STRAND / NG ENDURING UNDERSTANDI NG STANDARD / STRAND / DE.CC6W Writing Standards 6-12 ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND / NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG BENCHMARK CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. STANDARD / STRAND / DE.CC6W Writing Standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, dissinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND / Range of Writing STANDARD / STRAND / Range of Writing	BENCHMARK	CC6W2b	
BENCHMARK CC6WZI. Provide a concluding statement or section that follows from the information or explanation presented. STANDARD / STRAND DE.CC6W Writing Standards 6-12 Production and Distribution of Writing ENDURING UNDERSTANDI NG ENDURING CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG STANDARD / STANDARD / DE.CC6W Writing Standards 6-12 STANDARD / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / DE.CC6W Writing Standards 6-12 STANDARD / DE.CC6W Writing Standards 6-12 STANDARD / DE.CC6W Writing Standards 6-12	BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
STANDARD / STRAND / INDICATOR STANDARD / STRAND / INDICATOR DE.CC6W Writing Standards 6-12 Production and Distribution of Writing In which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND / DE.CC6W Writing Standards 6-12 STRAND / Draw evidence from literary or informational texts to support analysis, reflection, and research. NG BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STRAND / DE.CC6W Writing Standards 6-12 STRAND / DE.CC6W Writing Standards 6-12 STRAND / Range of Writing Range of Writing	BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / INDICATOR ENDURING UNDERSTANDI NG E	BENCHMARK	CC6W2f.	
ENDURING UNDERSTANDI NG CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ENDURING UNDERSTANDI NG CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG Research to Build and Present Knowledge ENDURING UNDERSTANDI NG CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND / DE.CC6W Writing Standards 6-12 STRAND / Range of Writing		DE.CC6W	Writing Standards 6-12
Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims that are nor"). DE.CC6W DE.CC6W Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims that are nor"). DE.CC6W Writing Standards 6-12 Rand Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. DE.CC6W Description of the present of the prese			Production and Distribution of Writing
UNDERSTANDI NG DE.CC6W Writing Standards 6-12 STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG Draw evidence from literary or informational texts to support analysis, reflection, and research. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND / Range of Writing	UNDERSTANDI	CC6W4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STRAND / Research to Build and Present Knowledge ENDURING UNDERSTANDI NG BENCHMARK CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / DE.CC6W Writing Standards 6-12 STRAND / Range of Writing	UNDERSTANDI	CC6W5.	
ENDURING UNDERSTANDI NG CC6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND DE.CC6W Writing Standards 6-12 Range of Writing		DE.CC6W	Writing Standards 6-12
UNDERSTANDI RESEARCH. BENCHMARK CC6W9b Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND DE.CC6W Writing Standards 6-12 Range of Writing			Research to Build and Present Knowledge
specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). STANDARD / STRAND DE.CC6W Writing Standards 6-12 STRAND Range of Writing	UNDERSTANDI	CC6W9.	
STRAND . STRAND / Range of Writing			
	BENCHMARK	CC6W9b	specific claims in a text, distinguishing claims that are supported by reasons and evidence from
	STANDARD /		specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND		
STRAND / INDICATOR		Conventions of Standard English
STRAND /	CC6L1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR ENDURING UNDERSTANDI	CC6L1d.	Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR ENDURING UNDERSTANDI NG		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC6L1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC6L1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK STANDARD / STRAND	CC6L1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC6L1d. CC6L1e. DE.CC6L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC6L1d. CC6L1e. DE.CC6L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Language Standards 6-12 Vocabulary Acquisition and Use

		Language Arts		
Grade 7 - Adopted: 2010				
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12		
STRAND / INDICATOR		Key Ideas and Details		
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12		
STRAND / INDICATOR		Craft and Structure		
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12		
STRAND / INDICATOR		Text Types and Purposes		
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		

BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12

STRAND /		
INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
	CC7SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
ENDURING UNDERSTANDI NG STANDARD /		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG STANDARD / STRAND		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC7L3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND	CC7L3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Language Standards 6-12

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ST ANDARD /	DE.CC7L.	Language Standards 6-12
STRAND		
STRAND / INDICATOR		Vocabulary Acquisition and Use

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
	DE.CC6W	Writing Standards 6-12 Range of Writing
STRAND /	DE.CC6W	
STRAND / INDICATOR ENDURING UNDERSTANDI		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC6W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND	CC6W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC6W10 DE.CC6S	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING	CC6SL1	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade **7** - Adopted: **2010**

STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND /		Range of Writing
INDICATOR		
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI	CC7W10 . DE.CC7S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
ENDURING UNDERSTANDI NG STANDARD /	DE.CC7S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI NG STANDARD I STRAND	DE.CC7S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICAT OR ENDURING UNDERSTANDI	DE.CC7S L.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on
ENDURING UNDERSTANDI NG STANDARD I STRAND STRAND I INDICATOR ENDURING UNDERSTANDI NG	DE.CC7S L. CC7SL1.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICAT OR ENDURING UNDERSTANDI NG BENCHMARK	CC7SL1 a.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and

STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC7L5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC8L5b.	Use the relationship between particular words to better understand each of the words.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
	CC6W2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR ENDURING UNDERSTANDI	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
INDICATOR ENDURING UNDERSTANDI NG		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
ENDURING UNDERSTANDI NG BENCHMARK	CC6W2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC6W2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND	DE.CC6W	writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STANDARD / DE.CC6W Writing Standards 6-12

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grade 7 - Adopted: 2010			
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	

ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERST ANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas

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ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
STRAND / INDICATOR		Knowledge of Language
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR		Conventions of Standard English
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Language Arts

STANDARD / STRAND

DE.CC8R Reading Standards for Informational Text 6-12 I.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.

BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English

ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English

ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Deleviere Ctenderde and Instruction

		Language Arts
		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
UNDERSTANDI	CC8W5.	needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
UNDERSTANDI NG ST ANDARD /		needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
UNDERSTANDI NG ST ANDARD I ST RAND		needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards 6-12

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	CC8SL1	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK		
BENCHMARK	CC8SL1	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
BENCHMARK STANDARD /	d. DE.CC8S	own views in light of the evidence presented.
BENCHMARK STANDARD / STRAND	d. DE.CC8S	own views in light of the evidence presented. Speaking and Listening Standards 6-12
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	d. DE.CC8S L.	own views in light of the evidence presented. Speaking and Listening Standards 6-12 Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	d. DE.CC8S L. CC8SL4.	own views in light of the evidence presented. Speaking and Listening Standards 6-12 Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD / STRAND	d. DE.CC8S L. CC8SL4.	Own views in light of the evidence presented. Speaking and Listening Standards 6-12 Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12
STANDARD / STRAND / INDICATOR STANDARD / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI UNDERSTANDI	d. DE.CC8S L. CC8SL4.	own views in light of the evidence presented. Speaking and Listening Standards 6-12 Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	DE.CC8S L. CC8SL4. CC8SL4.	Speaking and Listening Standards 6-12 Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	DE.CC8S L. CC8SL4. DE.CC8L. CC8L1.	Speaking and Listening Standards 6-12 Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use verbs in the active and passive voice.

ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
	DE.CC8L.	Vocabulary Acquisition and Use

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Delaware Standards and Instruction

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERST ANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
	DE.CC7L.	Language Standards 6-12 Vocabulary Acquisition and Use

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI	CC8W10 . DE.CC8S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
ENDURING UNDERSTANDI NG STANDARD I	DE.CC8S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI NG STANDARD / STRAND	DE.CC8S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	DE.CC8S L.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	DE.CC8S L. CC8SL1.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	DE.CC8S L. CC8SL1. CC8SL1 a.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR		
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ENDURING UNDERSTANDI	CC6SL1 a.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
ENDURING UNDERSTANDI NG	CC6SL1	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
ENDURING UNDERSTANDI NG BENCHMARK	CC6SL1 a.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles
ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK	CC6SL1 b.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that
ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK	CC6SL1 a. CC6SL1 b. CC6SL1 c.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through
ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK BENCHMARK BENCHMARK	CC6SL1 a. CC6SL1 b. CC6SL1 c. CC6SL1 d.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
ENDURING UNDERSTANDING BENCHMARK BENCHMARK BENCHMARK BENCHMARK STANDARD / STRAND	CC6SL1 a. CC6SL1 b. CC6SL1 c. CC6SL1 d.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Language Standards 6-12

BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDUDING		Use knowledge of language and its conventions when writing, speaking, reading, or
ENDURING UNDERSTANDI NG	CC6L3.	listening.
UNDERSTANDI	CC6L3a.	
UNDERST ANDI NG		listening.
BENCHMARK STANDARD /	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR		
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas

ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND DE.CC6W Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade **7** - Adopted: **2010**

STANDARD / STRAND

DE.CC7W Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ENDURING UNDERSTANDI	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and
ENDURING UNDERSTANDI NG STANDARD I		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ENDURING UNDERSTANDI NG STANDARD / STRAND		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND ENDURING UNDERSTANDI	DE.CC7W	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards 6-12 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND ENDURING UNDERSTANDI NG STANDARD / STANDARD / STANDARD /	DE.CC7W CC7W10 DE.CC7S	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards 6-12 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND ENDURING UNDERSTANDI NG STANDARD / STANDARD / STANDARD / STRAND	DE.CC7W CC7W10 DE.CC7S	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Writing Standards 6-12 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12

BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice. Recognize and correct inappropriate shifts in verb voice and mood.

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND		
	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR	DE.CC6W	Writing Standards 6-12 Research to Build and Present Knowledge
	CC6W7.	
ENDURING UNDERSTANDI		Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI	CC6W7.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD I	CC6W7.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

	Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12	
		Text Types and Purposes	

ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
	DE.CC7L.	Language Standards 6-12 Knowledge of Language
STRAND /	DE.CC7L.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC7L3.	Knowledge of Language Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating

ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
0.7	DE.CC7L.	Language Standards 6-12 Vocabulary Acquisition and Use

Grade 8 - Adopted: 2010			
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	

BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / ST RAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
	CC6L3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR ENDURING UNDERSTANDI	CC6L3a.	Use knowledge of language and its conventions when writing, speaking, reading, or
INDICATOR ENDURING UNDERSTANDI NG		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ENDURING UNDERSTANDI NG BENCHMARK	CC6L3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style.
ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND	CC6L3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style. Language Standards 6-12

BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ST ANDARD /	DE.CC6L.	Language Standards 6-12
STRAND		
STRAND / INDICATOR		Vocabulary Acquisition and Use

Language Arts

Grade 7 - Adopted: 2010 STANDARD / DE.CC7R Reading Standards for Informational Text 6-12 **STRAND** 1. STRAND / Key Ideas and Details INDICATOR **ENDURING** CC7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well UNDERSTANDI as inferences drawn from the text. NG **ENDURING** CC7RI3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). UNDERSTANDI NG STANDARD / DE.CC7R Reading Standards for Informational Text 6-12 **STRAND** STRAND / Craft and Structure **INDICATOR ENDURING** CC7RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, UNDERSTANDI connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. STANDARD / DE.CC7W Writing Standards 6-12 **STRAND** STRAND / **Text Types and Purposes** INDICATOR **ENDURING** CC7W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and **UNDERSTANDI** information through the selection, organization, and analysis of relevant content. NG BENCHMARK CC7W2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include

comprehension.

formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding

BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2b CC8W2c	

BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, an audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas undediscussion.
		Follow rules for collegial discussions, set specific goals and deadlines, and define individual role
BENCHMARK	CC6SL1 b.	as needed.

BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC6L6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Delaware Standards and Instruction

Grade 7 - Adopted: 2010			
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12	
STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ST ANDARD /	DE.CC7W	Writing Standards 6-12
STRAND		Witting Standards 0-12
		Range of Writing
STRAND /	. CC7W10	
STRAND / INDICATOR ENDURING UNDERSTANDI		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC7W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD / STRAND	CC7W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC7W10 DE.CC7S	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC7W10 DE.CC7S L. CC7SL1.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas

BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC7L6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Delaware Standards and Instruction

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERST ANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas

ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English

ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
	CC6L4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR ENDURING UNDERSTANDI	CC6L4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
INDICATOR ENDURING UNDERSTANDI NG		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
ENDURING UNDERSTANDI NG BENCHMARK	CC6L4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC6L4a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING		
UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	CC7SL1 a.	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on
NG	CC7SL1	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
NG BENCHMARK	CC7SL1 a.	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
BENCHMARK BENCHMARK	CC7SL1 a. CC7SL1 b. CC7SL1	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with
BENCHMARK BENCHMARK BENCHMARK	CC7SL1 a. CC7SL1 b. CC7SL1 c.	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK BENCHMARK BENCHMARK BENCHMARK	CC7SL1 a. CC7SL1 b. CC7SL1 c. CC7SL1 d.	teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDI NG	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND /		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
	DE.CC6W	Writing Standards 6-12 Range of Writing
STRAND /	CC6W10	
STRAND / INDICATOR ENDURING UNDERSTANDI		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC6W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND	CC6W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI UNDERSTANDI	CC6W10 . DE.CC6S	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC6SL1	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
NG		others would and expressing their others,
BENCHMARK	CC7SL1	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Language Arts

Grade **6** - Adopted: **2010**

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND /		Production and Distribution of Writing
INDICATOR		
ENDURING UNDERSTANDI	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI	CC6W4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ST ANDARD /	CC6W5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ST ANDARD / ST RAND	CC6W5.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing Standards 6-12
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND ENDURING UNDICATOR ENDURING UNDERSTANDI	CC6W5. DE.CC6W	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing Standards 6-12 Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG	DE.CC6W .	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing Standards 6-12 Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERST ANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 7 - Adopted: 2010
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
	CC7SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
ENDURING UNDERSTANDI NG STANDARD I		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG STANDARD / STRAND		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / STRAND	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Language Standards 6-12

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
ST ANDARD / ST RAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STRAND		
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DE.CC8L. Language Standards 6-12

STANDARD /

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Delaware Standards and Instruction

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Language Standards 6-12 Vocabulary Acquisition and Use

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DE.CC8W	Writing Standards 6-12
	Production and Distribution of Writing
CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
DE.CC8W	Writing Standards 6-12
	Research to Build and Present Knowledge
CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DE.CC8W	Writing Standards 6-12
	Range of Writing
CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DE.CC8S L.	Speaking and Listening Standards 6-12
	Comprehension and Collaboration
CC8SL1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on
CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
CC8SL1 a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals
	DE.CC8W CC8W5. DE.CC8W CC8W8. CC8W10

STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.

BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERST ANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		under discussion.

BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Delaware Standards and Instruction

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Language Standards 6-12 Knowledge of Language
STRAND /	DE.CC6L.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC6L3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ENDURING UNDERSTANDI NG CC6L6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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		Grade 7 - Adopted: 2010
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language

ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
CTDAND /		
STRAND / INDICATOR		Comprehension and Collaboration
	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR ENDURING UNDERSTANDI	CC8SL1 CC8SL1 a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on
INDICATOR ENDURING UNDERSTANDI NG	CC8SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
ENDURING UNDERSTANDI NG BENCHMARK	CC8SL1 a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals
ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC8SL1 a. CC8SL1 b. CC8SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and
ENDURING UNDERSTANDING BENCHMARK BENCHMARK	CC8SL1 a. CC8SL1 b. CC8SL1 c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their
ENDURING UNDERSTANDING BENCHMARK BENCHMARK BENCHMARK BENCHMARK	CC8SL1 a. CC8SL1 b. CC8SL1 c. CC8SL1 d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC7L6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Delaware Standards and Instruction

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S	
	L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR	L.	Speaking and Listening Standards 6-12 Presentation of Knowledge and Ideas
	CC8SL4.	
ENDURING UNDERSTANDI		Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
ENDURING UNDERSTANDI NG STANDARD /	CC8SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG STANDARD / STRAND	CC8SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC8SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage

BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 7 - Adopted: 2010
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
	CC8L1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR ENDURING UNDERSTANDI	CC8L1a.	Demonstrate command of the conventions of standard English grammar and usage
INDICATOR ENDURING UNDERSTANDI NG		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in
ENDURING UNDERSTANDI NG BENCHMARK	CC8L1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK	CC8L1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice.
ENDURING UNDERSTANDI NG BENCHMARK BENCHMARK BENCHMARK	CC8L1a. CC8L1b. CC8L1d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Recognize and correct inappropriate shifts in verb voice and mood.

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Delaware Standards and Instruction

Language Arts

Grade **6** - Adopted: **2010**

STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD /	DE.CC7L.	Language Standards 6-12
STRAND		
STRAND / INDICATOR		Vocabulary Acquisition and Use

Language Arts		
Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC8RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
UNDERSTANDI	CC8W10 . DE.CC8S	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
UNDERSTANDI NG ST ANDARD /	DE.CC8S	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
UNDERSTANDI NG STANDARD / STRAND STRAND	DE.CC8S	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12

BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
	DE.CC6W	Writing Standards 6-12 Range of Writing
STRAND /	CC6W10	
STRAND / INDICATOR ENDURING UNDERSTANDI		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC6W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND	CC6W10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC6W10 DE.CC6S	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
STRAND / INDICATOR ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC6SL1	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 6-12 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Eurigauge Arts		
		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC8RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

STANDARD /	DE.CC8L.	Language Standards 6-12
STRAND		

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Grade 6 - Adopted: 2010		
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade 7 - Adopted: 2010
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERST ANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC8RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S	
	L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR	L.	Speaking and Listening Standards 6-12 Presentation of Knowledge and Ideas
	CC8SL4.	
ENDURING UNDERSTANDI		Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
ENDURING UNDERSTANDI NG STANDARD /	CC8SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG STANDARD / STRAND	CC8SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC8SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage

BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
	DE.CC6W	Writing Standards 6-12 Research to Build and Present Knowledge
STRAND /	DE.CC6W	
STRAND / INDICATOR ENDURING UNDERSTANDI		Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI UNDERSTANDI	. CC6W7.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD /	. CC6W7.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND	. CC6W7.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC6W7.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards 6-12 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD / INDICATOR	CC6W7. CC6W8. DE.CC6W CC6W10 DE.CC6S	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards 6-12 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Dolaware Standards and Instruction

Language Arts

STANDARD / STRAND

DE.CC7R Reading Standards for Literature 6-12 L.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
	DE.CC7W	Writing Standards 6-12 Production and Distribution of Writing
STRAND /	CC7W4.	
STRAND / INDICATOR ENDURING UNDERSTANDI	•	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING	CC7W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG	CC7W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD / STRAND	CC7W4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards 6-12
STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC7W4. CC7W5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Writing Standards 6-12 Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and

ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
	CC7SL4.	Presentation of Knowledge and Ideas Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
ENDURING UNDERSTANDI NG STANDARD I		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG STANDARD / STRAND		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / STRAND	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Language Standards 6-12 Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Language Standards 6-12

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC8RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDI NG	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.