Main Criteria: Investigations in Writing

Secondary Criteria: Delaware Standards and Instruction

Subject: Language Arts

Grade: 6

Investigations in Writing

Lesson 01: Unit 1: Note Making and Outlines, p. 11-18

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.)
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.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.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
	DE.CC6L.	Language Standards 6-12 Vocabulary Acquisition and Use

Lesson 02: Unit 2: Writiing from Notes, p. 19-28

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.
BENCHMARK STANDARD / STRAND	CC6W2f. DE.CC6W	
STANDARD /		presented.
STANDARD / STRAND		presented. Writing Standards 6-12
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	DE.CC6W	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
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING	DE.CC6W	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
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD /	DE.CC6W CC6W4.	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.
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING ENDURING UNDERSTANDING STANDARD / STRAND	DE.CC6W CC6W4.	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. Writing Standards 6-12
STANDARD / STRAND / INDICATOR ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	DE.CC6W CC6W4. CC6W5.	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. 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	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.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		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).

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.

Lesson 03: Unit 2: Writiing from Notes, p. 29-34

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	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		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).

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.

Lesson 04: Unit 2: Writiing from Notes, p. 35-42

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	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.

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		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	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
	DE.CC6L.	Language Standards 6-12 Vocabulary Acquisition and Use
STRAND /	DE.CC6L.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STRAND / INDICATOR ENDURING UNDERSTANDING	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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	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. 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	CC6L4a. CC6L4d.	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. 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 06: Unit 3: Retelling Narrative Stories, p. 49-56

Delaware Standards and Instruction

Language Arts

STANDARD / STRAND

L.

DE.CC6R 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 / 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		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.

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

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 / 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	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.
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STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Conventions of Standard English
STRAND /	CC6L1.	
STRAND / INDICATOR ENDURING UNDERSTANDI		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDING	CC6L1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC6L1d.	Conventions of Standard English 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. CC6L1d.	Conventions of Standard English 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 UNDERSTANDING BENCHMARK BENCHMARK STANDARD / STRAND	CC6L1d. CC6L1d.	Conventions of Standard English 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

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
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).
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	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.
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.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STRAND		

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.

Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

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 / 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	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		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.

Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

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	classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
BENCHMARK	•	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
	CC6W2b	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.

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	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK		

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.

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

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		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.

Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

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		
	c.	contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through
BENCHMARK STANDARD /	c. CC6SL1 d.	contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
BENCHMARK STANDARD / STRAND	c. CC6SL1 d.	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		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.

Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

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		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	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.

Lesson 13: Unit 5 Writing from Pictures, p. 113-118

Delaware Standards and Instruction

Grade 6 - Adopted: 2010		
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
		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, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume,
STRAND / INDICATOR ENDURING UNDERSTANDING STANDARD /	CC6SL4.	Presentation of Knowledge and Ideas 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.

Lesson 14: Unit 5 Writing from Pictures, p. 119-127

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		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.

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

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.	
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	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 UNDERST ANDI 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 UNDERST ANDI 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 UNDERSTANDING BENCHMARK BENCHMARK BENCHMARK BENCHMARK	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 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		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.

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

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.
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.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		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.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		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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Delaware Standards and Instruction

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.

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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		Research to Build and Present Knowledge	
	CC6W9.	Praw evidence from literary or informational texts to support analysis, reflection, and research.	
INDICATOR ENDURING UNDERSTANDI	CC6W9b	Draw evidence from literary or informational texts to support analysis, reflection, and	
INDICATOR ENDURING UNDERSTANDI NG		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	
ENDURING UNDERSTANDI NG BENCHMARK	CC6W9b	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").	
ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND	CC6W9b	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"). Writing Standards 6-12	
ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC6W9b . DE.CC6W	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"). 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 UNDERSTANDING BENCHMARK STANDARD / STRAND ENDURING UNDERSTANDING STANDARD / INDICATOR	CC6W9b . DE.CC6W . CC6W10 .	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"). 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	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	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.

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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	2
STRAND				

STRAND / INDICATOR		Text Types and Purposes	
ENDURING UNDERST ANDI 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.	
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.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.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		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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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		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		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.

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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		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	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 / 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.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC6L3a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING	CC6L3a.	Knowledge of Language 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 Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / INDICATOR	CC6L3a. DE.CC6L.	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 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	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		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.

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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
CTDAND /		
STRAND / INDICATOR		Production and Distribution of Writing
	CC6W4.	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	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
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI		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
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD /	CC6W5.	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.
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND	CC6W5.	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. Writing Standards 6-12
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC6W5. DE.CC6W	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. Writing Standards 6-12 Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI NG	DE.CC6W	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. Writing Standards 6-12 Research to Build and Present Knowledge 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

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
	CC6L1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR ENDURING UNDERSTANDI	CC6L1d.	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.
ENDURING UNDERSTANDI NG 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
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.
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
ENDURING UNDERSTANDING 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 Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or
ENDURING UNDERSTANDING BENCHMARK BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING	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 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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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	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		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

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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
	CC6W4.	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	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
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI		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.
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD /	CC6W5.	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.
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND	CC6W5.	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. Writing Standards 6-12
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND ENDURING UNDICATOR	CC6W5. DE.CC6W	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. 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 ENDURING UNDERSTANDI NG STANDARD / STRAND ENDURING UNDERSTANDI NG STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC6W5. DE.CC6W CC6W10 DE.CC6S	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. 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.

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
	DE.CC6L.	Language Standards 6-12 Knowledge of Language
STRAND /	CC6L3.	
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.
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK	CC6L3a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/ listener interest, and style.
STRAND / STRAND / INDICATOR 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
STRAND / INDICATOR ENDURING UNDERSTANDI NG BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC6L3a. DE.CC6L.	Knowledge of Language 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 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STRAND / INDICATOR ENDURING UNDERSTANDING BENCHMARK STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDING	CC6L3a. DE.CC6L. CC6L4.	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 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. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in

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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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		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	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		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
	DE.CC6L.	Language Standards 6-12 Vocabulary Acquisition and Use

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		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		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

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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	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		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
		Speaking and Listening Standards 6-12 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	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.
NG		
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.
	CC6L4a.	

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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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	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.
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 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	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	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
NG		

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

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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	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.
CT AND ADD /	DE.CC6L.	Language Standards 6-12
STANDARD / STRAND		
		Knowledge of Language
STRAND /	CC6L3.	Knowledge of Language 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

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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	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.
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 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	CCCMOP	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
	CC6W2b	and examples.
BENCHMARK	CC6W2c	
BENCHMARK BENCHMARK		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	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	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.