

# 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

### Language Arts

Grade 6 - Adopted: 2010

#### STANDARD / STRAND DE.CC6RI. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.CC6RI. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

#### STANDARD / STRAND DE.CC6RI. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	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 02: Unit 2: Writing from Notes, p. 19-28

**Delaware Standards and Instruction**

**Language Arts**

**Grade 6 - Adopted: 2010**

<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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).
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>

ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC6SL1.</b>	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6SL.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC.6L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

#### STANDARD / STRAND DE.CC.6R.1. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC.6RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC.6RI.2.	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 UNDERSTANDING	CC.6RI.3.	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.CC.6R.1. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC.6RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

#### STANDARD / STRAND DE.CC.6R.1. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC.6RI.7.	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.CC.6W.1. Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC.6W.2.	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC6SL1.</b>	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6SL.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>



STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC.6L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

#### STANDARD / STRAND DE.CC.6R.I. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC.6RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC.6RI.2.	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 UNDERSTANDING	CC.6RI.3.	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.CC.6R.I. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC.6RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

#### STANDARD / STRAND DE.CC.6R.I. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC.6RI.7.	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.CC.6W. Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC.6W.2.	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC.6SL.1.</b>	<b>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.</b>
BENCHMARK	CC.6SL.1.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	CC.6SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC.6SL.1.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	CC.6SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC.6L.</b>	<b>Language Standards 6-12</b>

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC.6L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC.6L.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC.6L.1e.	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.CC.6L.**      **Language Standards 6-12**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC.6L.4.</b>	<b>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.</b>
BENCHMARK	CC.6L.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC.6L.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC.6L.**      **Language Standards 6-12**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC.6L.6.</b>	<b>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.</b>

# 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 UNDERSTANDING	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	CC6RL10.	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 UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6SL.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	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 06: Unit 3: Retelling Narrative Stories, p. 49-56

**Delaware Standards and Instruction**

**Language Arts**

Grade 6 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC6R**      **Reading Standards for Literature 6-12**  
**L.**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6RL.</b>	<b>Reading Standards for Literature 6-12</b>
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6RL.</b>	<b>Reading Standards for Literature 6-12</b>
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC6RL10.	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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

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**Language Arts**

**Grade 6 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC6R L. Reading Standards for Literature 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6RL.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC6RL10.	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	CC.6L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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**Language Arts**

Grade 6 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC.6R.L.**      **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC.6RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC.6RL.2.	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 UNDERSTANDING	CC.6RL.3.	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.CC.6R.L.**      **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC.6RL.5.	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.CC.6R.L.**      **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC.6RL.10.	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.CC.6W.**      **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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<b>ENDURING UNDERSTANDING</b>	<b>CC6W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6SL1.</b>	<b>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.</b>
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	CC6SL1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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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.
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<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>

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.
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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.
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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).
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<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>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.</b>

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

## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>

ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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).
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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").
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.
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BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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**

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**Grade 6 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC6R. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



ENDURING UNDERSTANDING	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 UNDERSTANDING	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).
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	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

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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).
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>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.</b>

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## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI2.</b>	<b>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.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI3.</b>	<b>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</b>

**STANDARD / STRAND**      **DE.CC6R**      **Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**STANDARD / STRAND**      **DE.CC6R**      **Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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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.
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BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
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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.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	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.)
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING      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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.CC6W. Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING      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. Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC6SL1.	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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).
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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.
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#### STANDARD / STRAND

DE.CC6L. Language Standards 6-12

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	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.
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#### STANDARD / STRAND

DE.CC6L. Language Standards 6-12

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	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.CC6W Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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.
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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.
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BENCHMARK	CC6W3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>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.</b>

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

## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI2.</b>	<b>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.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI3.</b>	<b>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</b>
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</b>

**STANDARD / STRAND**      **DE.CC6RI**      **Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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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.
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BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	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.)
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
<b>STANDARD / STRAND</b>	<b>DE.CC6SL</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6SL1.</b>	<b>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.</b>

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**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>

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**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>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.</b>

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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 UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC.6SL.1.</b>	<b>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.</b>
BENCHMARK	CC.6SL.1.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	CC.6SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC.6SL.1.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	CC.6SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC.6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC.6L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC.6L.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC.6L.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>DE.CC.6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC.6L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC.6L.3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC.6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC.6L.4.</b>	<b>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.</b>
BENCHMARK	CC.6L.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC.6L.4c.	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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	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

<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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).
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6S**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.
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BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC6SL1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>

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.
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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).
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<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>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.</b>

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## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI2.</b>	<b>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.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RI3.</b>	<b>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</b>
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>

ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>



ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 20: Unit 7 Inventive Writing, p. 173-180

## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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	CC6SL1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
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<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>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.</b>

### Lesson 21: Unit 7 Inventive Writing, p. 181-190

## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC6SL1.</b>	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>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.</b>
Lesson 22: Unit 7 Inventive Writing, p. 191-198		

## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6SL</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC6SL1.	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC6L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	CC6L3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

ENDURING UNDERSTANDING	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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Lesson 23: Unit 7 Inventive Writing, p. 199-204

## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

#### STANDARD / STRAND DE.CC6W Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 24: Unit 8 Formal Essay Models, p. 205-214

## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.CC6RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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**

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.

**STANDARD / STRAND**      **DE.CC6L.    Language Standards 6-12**

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>
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 UNDERSTANDING	CC.6L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 25: Unit 8 Formal Essay Models, p. 215-224

## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

#### STANDARD / STRAND DE.CC.6R.I. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC.6RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC.6RI.2.	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 UNDERSTANDING	CC.6RI.3.	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.CC.6R.I. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC.6RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

#### STANDARD / STRAND DE.CC.6R.I. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC.6RI.7.	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.CC.6W. Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

ENDURING UNDERSTANDING	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 UNDERSTANDING	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 26: Unit 8 Formal Essay Models, p. 225-230

Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	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 UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>



STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING 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 27: Unit 9 Formal Critique, p. 231-242

**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
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ENDURING UNDERSTANDING CC6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDING 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 UNDERSTANDING 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
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ENDURING UNDERSTANDING 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
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ENDURING UNDERSTANDING	CC6RL10.	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC6W2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC6SL1.</b>	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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 28: Unit 9 Formal Critique, p. 243-250

**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
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6R L.**      **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6R I.**      **Reading Standards for Informational Text 6-12**

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>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.</b>

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## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RL1.</b>	<b>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RL2.</b>	<b>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.</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RL3.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC6R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>

ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6RL.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC6RL10.	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>



ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>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.</b>

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## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RL2.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC6R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6RL5.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC6R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>

ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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 UNDERSTANDING	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).
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING	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.)
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	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.
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BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **DE.CC6L.**      **Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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).
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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.
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STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
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STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	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.
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STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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.
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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).
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STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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.