

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Delaware Standards and Instruction
Language Arts
 Grade 6 - Adopted: 2010

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

STANDARD / 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 Reading Standards for Informational Text 6-12 I.**

STANDARD / 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
ENDURING UNDERSTANDING	CC6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

STANDARD / 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 .**

STANDARD / 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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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
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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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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 Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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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.
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.

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

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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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.
ENDURING UNDERSTANDING	CC6SL6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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
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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
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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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Language Arts
Grade 6 - Adopted: 2010

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

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 Reading Standards for Informational Text 6-12 I.**

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
ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

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 CC6W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.
ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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.

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
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	CC6SL1c .	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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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.
ENDURING UNDERSTANDING	CC6SL6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

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

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK	CC6L2b.	Spell correctly.
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STANDARD / STRAND **DE.CC6L. Language Standards 6-12**

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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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.CC6R Reading Standards for Informational Text 6-12**
I.

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 Reading Standards for Informational Text 6-12**
I.

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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ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STANDARD / STRAND **DE.CC6R Reading Standards for Informational Text 6-12**
I.

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
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.
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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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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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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 Speaking and Listening Standards 6-12

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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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	CC6SL1c	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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STANDARD / STRAND DE.CC6S Speaking and Listening Standards 6-12

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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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.
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ENDURING UNDERSTANDING	CC6SL6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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STANDARD / STRAND DE.CC6L. Language Standards 6-12

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC6L2b. Spell correctly.

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.

Delaware Standards and Instruction
Language Arts
 Grade 6 - Adopted: 2010

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC6RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
ENDURING UNDERSTANDING	CC6RL6.	Explain how an author develops the point of view of the narrator or speaker in a text.

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

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING 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	CC6W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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

STRAND / INDICATOR		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	CC6W3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
BENCHMARK	CC6W3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e.	Provide a conclusion that follows from the narrated experiences or events.

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

STRAND / INDICATOR		Production and Distribution of Writing
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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 Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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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	CC6SL1c	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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STANDARD / STRAND **DE.CC6S Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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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.

ENDURING UNDERSTANDING
 CC6SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC6L2b. Spell correctly.

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
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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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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

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.

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC6RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
ENDURING UNDERSTANDING	CC6RL6.	Explain how an author develops the point of view of the narrator or speaker in a text.

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

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

STANDARD / STRAND DE.CC6W Writing Standards 6-12

STRAND / INDICATOR		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 CC6W3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

BENCHMARK CC6W3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

BENCHMARK CC6W3e. Provide a conclusion that follows from the narrated experiences or events.

STANDARD / STRAND DE.CC6W Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
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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.

ENDURING UNDERSTANDING CC6W6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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.

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 Speaking and Listening Standards 6-12 L.**

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
 a. CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

BENCHMARK
 b. CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

BENCHMARK
 c. CC6SL1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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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.

ENDURING UNDERSTANDING
 CC6SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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
 d. CC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

BENCHMARK
 e. CC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK CC6L2b. Spell correctly.

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
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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.

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
ENDURING UNDERSTANDING	CC6RL6. Explain how an author develops the point of view of the narrator or speaker in a text.

STANDARD / STRAND **DE.CC6R 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.
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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	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	Text Types and Purposes
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ENDURING UNDERSTANDING	CC6W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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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	CC6W3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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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.
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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.)
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.
ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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 Speaking and Listening Standards 6-12

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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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	CC6SL1c	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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STANDARD / STRAND DE.CC6S Speaking and Listening Standards 6-12

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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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.
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ENDURING UNDERSTANDING CC6SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC6L2b. Spell correctly.

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.

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

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 Reading Standards for Informational Text 6-12 I.**

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
ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.
ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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.
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.

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 Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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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.

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		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC6L2b. Spell correctly.

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.

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

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 Reading Standards for Informational Text 6-12 I.**

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
ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

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.
BENCHMARK	CC6W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.
ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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.

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	CC6SL1a.	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	CC6SL1b.	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.

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC6L2b.	Spell correctly.
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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.
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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**

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.

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

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 Reading Standards for Informational Text 6-12 I.**

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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ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STANDARD / STRAND **DE.CC6R Reading Standards for Informational Text 6-12 I.**

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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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		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 Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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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	CC6SL1c	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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STANDARD / STRAND **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC6L1c.	Recognize and correct inappropriate shifts in pronoun number and person.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC6L2b. Spell correctly.

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.

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.
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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 Reading Standards for Informational Text 6-12 I.**

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 I.**

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
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.
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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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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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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.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK	CC6L2b.	Spell correctly.
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STANDARD / STRAND **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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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.
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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.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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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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UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

Delaware Standards and Instruction
Language Arts
Grade 6 - Adopted: 2010

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

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 Reading Standards for Informational Text 6-12**
I.

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**
I.

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
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 CC6W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.

ENDURING UNDERSTANDING CC6W6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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.

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.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		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC6L2b. Spell correctly.

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.

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

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

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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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	CC6W3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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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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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.
ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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.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		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2b.	Spell correctly.

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).
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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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

Delaware Standards and Instruction
Language Arts
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STANDARD / STRAND **DE.CC6R Reading Standards for Informational Text 6-12 I.**

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 Reading Standards for Informational Text 6-12 I.**

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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ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STANDARD / STRAND **DE.CC6R Reading Standards for Informational Text 6-12 I.**

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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ENDURING UNDERSTANDING	CC6RI9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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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.
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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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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 CC6W9a Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

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 Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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BENCHMARK CC6SL1a 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 CC6SL1b 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.

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK CC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

BENCHMARK CC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK CC6L2b. Spell correctly.

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
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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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

**Delaware Standards and Instruction
Language Arts
Grade 6 - Adopted: 2010**

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

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.

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 Reading Standards for Informational Text 6-12**
I.

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

ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STANDARD / STRAND **DE.CC6R Reading Standards for Informational Text 6-12 I.**

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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ENDURING UNDERSTANDING	CC6RI9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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
ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK	CC6W9a	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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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 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	CC6SL1a.	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	CC6SL1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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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**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC6L2b.	Spell correctly.
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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.
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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**

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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

Delaware Standards and Instruction
Language Arts
Grade 6 - Adopted: 2010

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

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

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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ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STANDARD / STRAND **DE.CC6R Reading Standards for Informational Text 6-12 I.**

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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ENDURING UNDERSTANDING	CC6RI9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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	CC6W9a	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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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 Speaking and Listening Standards 6-12

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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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	CC6SL1c	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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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**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC6L2b.	Spell correctly.
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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.
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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**

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.

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

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 Reading Standards for Informational Text 6-12 I.**

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
ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

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.
ENDURING UNDERSTANDING	CC6RI9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

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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BENCHMARK	CC6W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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ENDURING UNDERSTANDING	CC6W6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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	CC6W9a. Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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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 Speaking and Listening Standards 6-12**
L.

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	CC6SL1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2b.	Spell correctly.

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
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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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UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

Delaware Standards and Instruction
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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	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.
ENDURING UNDERSTANDING	CC6W6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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 Speaking and Listening Standards 6-12**

		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	CC6SL1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

		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**

		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2b.	Spell correctly.

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

		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.

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	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		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	CC6W3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
BENCHMARK	CC6W3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e.	Provide a conclusion that follows from the narrated experiences or events.

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

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING 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.

ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK	CC6L2b.	Spell correctly.
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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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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.
BENCHMARK	CC6W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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.
ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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.CC6L. Language Standards 6-12**

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC6L2b. Spell correctly.

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.CC6R Reading Standards for Informational Text 6-12 I.**

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.

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 Reading Standards for Informational Text 6-12 I.**

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

ENDURING UNDERSTANDING CC6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

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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ENDURING UNDERSTANDING	CC6RI9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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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.
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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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC6W2e.	Establish and maintain a formal style.
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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
ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK	CC6W9a	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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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.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**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC6L2b.	Spell correctly.
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STANDARD / STRAND **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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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.
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BENCHMARK CC6L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC6L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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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
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STANDARD / STRAND DE.CC6R Reading Standards for Informational Text 6-12 I.

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.

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 Reading Standards for Informational Text 6-12 I.

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

ENDURING UNDERSTANDING CC6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

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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ENDURING UNDERSTANDING	CC6RI9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
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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.
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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	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC6W2e.	Establish and maintain a formal style.
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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
ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK	CC6W9a	Apply grade 6 reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
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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 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	CC6SL1a.	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	CC6SL1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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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**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC6L2b.	Spell correctly.
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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.
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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**

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.

Delaware Standards and Instruction
Language Arts
Grade 6 - Adopted: 2010

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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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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ENDURING UNDERSTANDING	CC6RL6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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STANDARD / STRAND **DE.CC6R Reading Standards for Literature 6-12 L.**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STANDARD / STRAND **DE.CC6R Reading Standards for Informational Text 6-12 I.**

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 Reading Standards for Informational Text 6-12 I.**

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**
I.

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.

STANDARD / STRAND **DE.CC6W Writing Standards 6-12**
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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 CC6W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STANDARD / STRAND **DE.CC6W Writing Standards 6-12**
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STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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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 CC6W3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

BENCHMARK CC6W3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

BENCHMARK CC6W3e. Provide a conclusion that follows from the narrated experiences or events.

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

ENDURING UNDERSTANDING CC6W6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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 Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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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	CC6SL1c	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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STANDARD / STRAND **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK CC6L2b. Spell correctly.

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 CC6L3b. Maintain consistency in style and tone.

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	CC6L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

BENCHMARK CC6L5a. Interpret figures of speech (e.g., personification) in context.

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.

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

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 Reading Standards for Literature 6-12 L.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.
ENDURING UNDERSTANDING	CC6RL6.	Explain how an author develops the point of view of the narrator or speaker in a text.

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

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

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.
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 Reading Standards for Informational Text 6-12 I.**

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 I.**

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

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

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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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 CC6W3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

BENCHMARK CC6W3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

BENCHMARK CC6W3e. Provide a conclusion that follows from the narrated experiences or events.

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

STRAND / INDICATOR		Production and Distribution of Writing
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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.
ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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 Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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BENCHMARK	CC6SL1a.	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	CC6SL1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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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.
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STANDARD / STRAND **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC6L2b.	Spell correctly.
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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	CC6L3b.	Maintain consistency in style and tone.
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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.
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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**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

BENCHMARK	CC6L5a.	Interpret figures of speech (e.g., personification) in context.
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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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Language Arts
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STANDARD / STRAND **DE.CC6R Reading Standards for Literature 6-12 L.**

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.
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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 Reading Standards for Literature 6-12 L.**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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STANDARD / STRAND **DE.CC6R Reading Standards for Literature 6-12 L.**

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

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 Reading Standards for Informational Text 6-12 I.**

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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ENDURING UNDERSTANDING	CC6RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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STANDARD / STRAND **DE.CC6R Reading Standards for Informational Text 6-12 I.**

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		Production and Distribution of Writing
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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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ENDURING UNDERSTANDING	CC6W6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
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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.
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STANDARD / STRAND **DE.CC6L. Language Standards 6-12**

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC6L2b. Spell correctly.

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
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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.