

## Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 7 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR     |         | Key Ideas and Details  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                         |
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR     |         | Craft and Structure   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

| STRAND / INDICATOR     |         | Text Types and Purposes  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7W2.  | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>   |
| BENCHMARK              | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| BENCHMARK              | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| BENCHMARK              | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR |  | Production and Distribution of Writing |
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| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR |  | Research to Build and Present Knowledge |
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| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR |  | Range of Writing |
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|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12

| STRAND / INDICATOR |  | Comprehension and Collaboration |
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| ENDURING UNDERSTANDING | CC7SL1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
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| BENCHMARK | CC7SL1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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| BENCHMARK | CC7SL1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
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| BENCHMARK | CC7SL1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
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| BENCHMARK | CC7SL1d | Acknowledge new information expressed by others and, when warranted, modify their own views. |
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**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12

| STRAND / INDICATOR |  | Comprehension and Collaboration |
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| ENDURING UNDERSTANDING | CC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
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**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12 L.**

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| <b>STRAND / INDICATOR</b> | <b>Presentation of Knowledge and Ideas</b> |
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| ENDURING UNDERSTANDING | CC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
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| ENDURING UNDERSTANDING | CC7SL6. 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.CC7L. Language Standards 6-12**

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

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

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|---------------------------|---------------------------------------|
| <b>STRAND / INDICATOR</b> | <b>Vocabulary Acquisition and Use</b> |
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|------------------------|---|
| ENDURING UNDERSTANDING | CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| <b>STRAND / INDICATOR</b> |         | <b>Key Ideas and Details</b>   |
|---------------------------|---------|--|
| ENDURING UNDERSTANDING    | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| ENDURING UNDERSTANDING    | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                         |
| ENDURING UNDERSTANDING    | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| <b>STRAND / INDICATOR</b> |         | <b>Craft and Structure</b>  |
|---------------------------|---------|---|
| ENDURING UNDERSTANDING    | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| ENDURING UNDERSTANDING    | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12 .**

| <b>STRAND / INDICATOR</b>     |               | <b>Text Types and Purposes</b>   |
|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>   |
| BENCHMARK                     | CC7W2a.       | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| BENCHMARK                     | CC7W2b.       | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| BENCHMARK                     | CC7W2d.       | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12 .**

| <b>STRAND / INDICATOR</b> |        | <b>Production and Distribution of Writing</b>  |
|---------------------------|--------|--|
| ENDURING UNDERSTANDING    | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
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|                        |        |  |
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| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
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**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

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|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
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|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

|                           |  |  |
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| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
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| <b>ENDURING UNDERSTANDING</b> | <b>CC7W9.</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
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| BENCHMARK | CC7W9b. | Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). |
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**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

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| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
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|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12

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| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
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|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7SL1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
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|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7SL1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
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|           |         |  |
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| BENCHMARK | CC7SL1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
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|           |         |  |
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| BENCHMARK | CC7SL1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
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| BENCHMARK | CC7SL1d | Acknowledge new information expressed by others and, when warranted, modify their own views. |
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**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12 L.**

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| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
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| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
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**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12 L.**

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| <b>STRAND / INDICATOR</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7SL4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
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|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7SL6. | 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.CC7L. Language Standards 6-12**

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| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
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| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
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| BENCHMARK | CC7L1a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

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| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
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| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
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| BENCHMARK | CC7L2b. | Spell correctly. |
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

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

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK      CC7L4a.      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK      CC7L4d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

ENDURING UNDERSTANDING      CC7L6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

**Delaware Standards and Instruction  
Language Arts  
Grade 7 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12**

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| <b>STRAND / INDICATOR</b> |  | <b>Key Ideas and Details</b> |
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ENDURING UNDERSTANDING      CC7RL1.      Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDING      CC7RL2.      Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ENDURING UNDERSTANDING      CC7RL3.      Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12**

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| <b>STRAND / INDICATOR</b> |  | <b>Craft and Structure</b> |
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ENDURING UNDERSTANDING      CC7RL4.      Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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| ENDURING UNDERSTANDING | CC7RL6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
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**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12**

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| <b>STRAND / INDICATOR</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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| ENDURING UNDERSTANDING | CC7RL1.0. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

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| <b>STRAND / INDICATOR</b> |  | <b>Text Types and Purposes</b> |
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| <b>ENDURING UNDERSTANDING</b> | <b>CC7W3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |
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| BENCHMARK | CC7W3a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
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| BENCHMARK | CC7W3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

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| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
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|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--------|---|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**



| STRAND / INDICATOR |  | Range of Writing |
|--------------------|--|------------------|
|--------------------|--|------------------|

ENDURING UNDERSTANDING . CC7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12 L.

| STRAND / INDICATOR     |        | Comprehension and Collaboration  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7SL1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

BENCHMARK . CC7SL1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

BENCHMARK . CC7SL1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

BENCHMARK . CC7SL1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

BENCHMARK . CC7SL1d Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12 L.

| STRAND / INDICATOR |  | Comprehension and Collaboration |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

ENDURING UNDERSTANDING . CC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12 L.

| STRAND / INDICATOR |  | Presentation of Knowledge and Ideas |
|--------------------|--|-------------------------------------|
|--------------------|--|-------------------------------------|

ENDURING UNDERSTANDING . CC7SL4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

ENDURING UNDERSTANDING . CC7SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR |  | Conventions of Standard English |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

ENDURING UNDERSTANDING . CC7L1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

BENCHMARK CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Conventions of Standard English  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

BENCHMARK CC7L2b. Spell correctly.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Knowledge of Language  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

BENCHMARK CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Vocabulary Acquisition and Use   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC7L4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Vocabulary Acquisition and Use   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

| STRAND / INDICATOR     |         | Key Ideas and Details  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RL1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.        |
| ENDURING UNDERSTANDING | CC7RL2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| ENDURING UNDERSTANDING | CC7RL3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

| STRAND / INDICATOR     |         | Craft and Structure   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RL4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| ENDURING UNDERSTANDING | CC7RL6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

| STRAND / INDICATOR     |          | Range of Reading and Level of Text Complexity   |
|------------------------|----------|---|
| ENDURING UNDERSTANDING | CC7RL10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

| STRAND / INDICATOR     |         | Text Types and Purposes   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7W3.  | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                 |
| BENCHMARK              | CC7W3a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| BENCHMARK              | CC7W3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

| STRAND / INDICATOR     |        | Production and Distribution of Writing   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                                   |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Research to Build and Present Knowledge   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Range of Writing  |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12**

| STRAND / INDICATOR     |         | Comprehension and Collaboration  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL1  | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| BENCHMARK              | CC7SL1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.            |
| BENCHMARK              | CC7SL1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| BENCHMARK              | CC7SL1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.   |
| BENCHMARK              | CC7SL1d | Acknowledge new information expressed by others and, when warranted, modify their own views.   |

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

ENDURING UNDERSTANDING  
 CC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

BENCHMARK      CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

BENCHMARK      CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

BENCHMARK      CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK      CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK      CC7L4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

BENCHMARK      CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR     |        | Vocabulary Acquisition and Use   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 7 - Adopted: 2010

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12**  
**I.**

| STRAND / INDICATOR     |         | Key Ideas and Details  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                         |
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12**  
**I.**

| STRAND / INDICATOR     |         | Craft and Structure   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**  
**.**

| STRAND / INDICATOR     |        | Text Types and Purposes   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                            |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------|--|---|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                                   |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |                         |
|---------------------------|--|-------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
|---------------------------|--|-------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7SL1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|------------------------|--------|---|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7SL1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7SL1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|-----------|---------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7SL1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
|-----------|---------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7SL1d | Acknowledge new information expressed by others and, when warranted, modify their own views. |
|-----------|---------|--|

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12 L.**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
|------------------------|---------|--|

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12 L.**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|---------------------------|--|--|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7SL4. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
|------------------------|---------|---|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7SL6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
|------------------------|---------|---|

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|-------------------------------|---------------|---|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7L1a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
|-----------|---------|--|

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-------------------------------|---------------|---|

|           |         |                  |
|-----------|---------|------------------|
| BENCHMARK | CC7L2b. | Spell correctly. |
|-----------|---------|------------------|

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Knowledge of Language</b> |
|---------------------------|--|------------------------------|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |
|-------------------------------|---------------|---|



|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7L3a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|---------|---|

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7L4a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|-----------|---------|---|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7L4d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
|-----------|---------|---|

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|------------------------|--------|--|

**Delaware Standards and Instruction  
Language Arts  
Grade 7 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12**  
**I.**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Key Ideas and Details</b> |
|---------------------------|--|------------------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|------------------------|---------|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
|------------------------|---------|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
|------------------------|---------|--|

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12**  
**I.**

|                           |  |                            |
|---------------------------|--|----------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Craft and Structure</b> |
|---------------------------|--|----------------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
|------------------------|---------|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
|------------------------|---------|--|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Text Types and Purposes  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W2. | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR |  | Production and Distribution of Writing |
|--------------------|--|--|
|--------------------|--|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR |  | Research to Build and Present Knowledge |
|--------------------|--|---|
|--------------------|--|---|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--------|---|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR |  | Range of Writing |
|--------------------|--|------------------|
|--------------------|--|------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12 L.**

| STRAND / INDICATOR     |        | Comprehension and Collaboration  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7SL1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7SL1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| BENCHMARK | CC7SL1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  |
| BENCHMARK | CC7SL1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  |
| BENCHMARK | CC7SL1d | Acknowledge new information expressed by others and, when warranted, modify their own views.  |

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12 L.**

| STRAND / INDICATOR     |        | Comprehension and Collaboration  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7SL2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR     |        | Conventions of Standard English   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7L1. | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7L1a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
|-----------|---------|--|

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR     |        | Conventions of Standard English   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7L2. | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|           |         |                  |
|-----------|---------|------------------|
| BENCHMARK | CC7L2b. | Spell correctly. |
|-----------|---------|------------------|

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

**BENCHMARK**      CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

**BENCHMARK**      CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**BENCHMARK**      CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12**  
**I.**

|                               |                |   |
|-------------------------------|----------------|---|
| <b>STRAND / INDICATOR</b>     |                | <b>Key Ideas and Details</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7RI1.</b> | <b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>                                    |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7RI2.</b> | <b>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</b>                         |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7RI3.</b> | <b>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</b> |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12**  
I.

| STRAND / INDICATOR     |         | Craft and Structure   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**  
.

| STRAND / INDICATOR     |         | Text Types and Purposes  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7W2.  | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>   |
| BENCHMARK              | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| BENCHMARK              | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| BENCHMARK              | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**  
.

| STRAND / INDICATOR     |        | Production and Distribution of Writing   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                                   |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**  
.

| STRAND / INDICATOR     |        | Research to Build and Present Knowledge   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR |  | Range of Writing |
|--------------------|--|------------------|
|--------------------|--|------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

| STRAND / INDICATOR |  | Comprehension and Collaboration |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7SL1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|------------------------|--------|---|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7SL1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7SL1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|-----------|---------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7SL1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
|-----------|---------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7SL1d | Acknowledge new information expressed by others and, when warranted, modify their own views. |
|-----------|---------|--|

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

| STRAND / INDICATOR |  | Comprehension and Collaboration |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7SL2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
|------------------------|--------|--|

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR |  | Conventions of Standard English |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7L1a. | Explain the function of phrases and clauses in general and their function in specific sentences. |
|-----------|---------|--|

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR |  | Conventions of Standard English |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|------------------------|--------|--|

BENCHMARK CC7L2b. Spell correctly.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Knowledge of Language  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

BENCHMARK CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Vocabulary Acquisition and Use   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Vocabulary Acquisition and Use   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92

Delaware Standards and Instruction  
Language Arts  
Grade 7 - Adopted: 2010

**STANDARD / STRAND** DE.CC7R Reading Standards for Informational Text 6-12 I.

| STRAND / INDICATOR     |         | Key Ideas and Details  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12**  
I.

| STRAND / INDICATOR | Craft and Structure |
|--------------------|---------------------|
|--------------------|---------------------|

|                        |   |
|------------------------|---|
| ENDURING UNDERSTANDING | CC7RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
|------------------------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**  
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| STRAND / INDICATOR | Text Types and Purposes |
|--------------------|-------------------------|
|--------------------|-------------------------|

|                        |  |
|------------------------|--|
| ENDURING UNDERSTANDING | CC7W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|------------------------|--|

|           |  |
|-----------|--|
| BENCHMARK | CC7W2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|--|

|           |  |
|-----------|--|
| BENCHMARK | CC7W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|--|

|           |   |
|-----------|---|
| BENCHMARK | CC7W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**  
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| STRAND / INDICATOR | Production and Distribution of Writing |
|--------------------|--|
|--------------------|--|

|                        |   |
|------------------------|---|
| ENDURING UNDERSTANDING | CC7W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|---|

|                        |   |
|------------------------|---|
| ENDURING UNDERSTANDING | CC7W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|---|

|                        |   |
|------------------------|---|
| ENDURING UNDERSTANDING | CC7W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**  
.

| STRAND / INDICATOR | Research to Build and Present Knowledge |
|--------------------|---|
|--------------------|---|

|                        |  |
|------------------------|--|
| ENDURING UNDERSTANDING | CC7W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**  
.

| STRAND / INDICATOR | Range of Writing |
|--------------------|------------------|
|--------------------|------------------|



|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12 L.**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|-------------------------------|---------------|---|

BENCHMARK      CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

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|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-------------------------------|---------------|---|

BENCHMARK      CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Knowledge of Language</b> |
|---------------------------|--|------------------------------|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |
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BENCHMARK      CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

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|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |
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BENCHMARK      CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

UNIT 5: WRITING FROM PICTURES Week 9 Page 93-100

Delaware Standards and Instruction  
Language Arts  
Grade 7 - Adopted: 2010

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

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|---------------------------|---|---|
| <b>STANDARD / STRAND</b>  | <b>DE.CC7R Reading Standards for Informational Text 6-12 I.</b> |   |
| <b>STRAND / INDICATOR</b> | <b>Craft and Structure</b>                                      |   |
| ENDURING UNDERSTANDING    | CC7RI4.   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |

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|---------------------------|---|--|
| <b>STANDARD / STRAND</b>  | <b>DE.CC7W Writing Standards 6-12 .</b> |  |
| <b>STRAND / INDICATOR</b> | <b>Text Types and Purposes</b>          |  |
| ENDURING UNDERSTANDING    | CC7W2.                                  | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>   |
| BENCHMARK                 | CC7W2a.                                 | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| BENCHMARK                 | CC7W2b.                                 | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| BENCHMARK                 | CC7W2d.                                 | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Production and Distribution of Writing   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                                   |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Research to Build and Present Knowledge   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Range of Writing  |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

| STRAND / INDICATOR     |         | Comprehension and Collaboration  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR     |        | Conventions of Standard English  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

BENCHMARK     CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

BENCHMARK      CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

BENCHMARK      CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK      CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK      CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

ENDURING UNDERSTANDING      CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12**  
**I.**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Key Ideas and Details</b> |
|---------------------------|--|------------------------------|

|                        |         |  |
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| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                         |
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

|                           |                            |
|---------------------------|----------------------------|
| <b>STRAND / INDICATOR</b> | <b>Craft and Structure</b> |
|---------------------------|----------------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

|                           |   |
|---------------------------|---|
| <b>STRAND / INDICATOR</b> | <b>Integration of Knowledge and Ideas</b> |
|---------------------------|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI9. | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
|------------------------|---------|--|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

|                           |                                |
|---------------------------|--------------------------------|
| <b>STRAND / INDICATOR</b> | <b>Text Types and Purposes</b> |
|---------------------------|--------------------------------|

|                               |               |  |
|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
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|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|--|

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| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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|-----------|---------|---|
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

|                           |   |
|---------------------------|---|
| <b>STRAND / INDICATOR</b> | <b>Production and Distribution of Writing</b> |
|---------------------------|---|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |                         |
|---------------------------|--|-------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
|---------------------------|--|-------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                               |               |  |
|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7SL1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-------------------------------|---------------|--|

|           |         |   |
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| BENCHMARK | CC7SL1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|-----------|---------|---|

|           |         |  |
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| BENCHMARK | CC7SL1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|-----------|---------|--|

|           |         |  |
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| BENCHMARK | CC7SL1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
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|-----------|---------|--|
| BENCHMARK | CC7SL1d | Acknowledge new information expressed by others and, when warranted, modify their own views. |
|-----------|---------|--|

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

ENDURING UNDERSTANDING CC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Conventions of Standard English  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

BENCHMARK CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Conventions of Standard English  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

BENCHMARK CC7L2b. Spell correctly.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Knowledge of Language  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L3. | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

BENCHMARK CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR     |        | Vocabulary Acquisition and Use   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR |  | Vocabulary Acquisition and Use |
|--------------------|--|--------------------------------|
|--------------------|--|--------------------------------|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|------------------------|--------|--|

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 7 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR     |         | Key Ideas and Details  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                         |
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR     |         | Craft and Structure   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR     |         | Integration of Knowledge and Ideas   |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI9. | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

| STRAND / INDICATOR     |        | Text Types and Purposes   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W2. | 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 | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR     | Production and Distribution of Writing |  |
|------------------------|--|--|
| ENDURING UNDERSTANDING | CC7W4.                                 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| ENDURING UNDERSTANDING | CC7W6.                                 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                         |

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR     | Research to Build and Present Knowledge |   |
|------------------------|---|---|
| ENDURING UNDERSTANDING | CC7W7.                                  | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   |
| ENDURING UNDERSTANDING | CC7W8.                                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR     | Range of Writing |   |
|------------------------|------------------|---|
| ENDURING UNDERSTANDING | CC7W10           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12

| STRAND / INDICATOR     | Comprehension and Collaboration |   |
|------------------------|---------------------------------|---|
| ENDURING UNDERSTANDING | CC7SL1                          | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| BENCHMARK              | CC7SL1a                         | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7SL1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.   |
| BENCHMARK | CC7SL1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
| BENCHMARK | CC7SL1d | Acknowledge new information expressed by others and, when warranted, modify their own views.   |

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12 L.**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

ENDURING UNDERSTANDING     CC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
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BENCHMARK     CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-------------------------------|---------------|---|

BENCHMARK     CC7L2b. Spell correctly.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Knowledge of Language</b> |
|---------------------------|--|------------------------------|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |
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BENCHMARK     CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |
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BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

ENDURING UNDERSTANDING CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Delaware Standards and Instruction  
Language Arts  
Grade 7 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Key Ideas and Details</b> |
|---------------------------|--|------------------------------|

ENDURING UNDERSTANDING CC7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDING CC7RI2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

ENDURING UNDERSTANDING CC7RI3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

|                           |  |                            |
|---------------------------|--|----------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Craft and Structure</b> |
|---------------------------|--|----------------------------|

ENDURING UNDERSTANDING CC7RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

ENDURING UNDERSTANDING CC7RI5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR |  | Integration of Knowledge and Ideas |
|--------------------|--|------------------------------------|
|--------------------|--|------------------------------------|

ENDURING UNDERSTANDING  
 CC7RI9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR     |        | Text Types and Purposes   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

BENCHMARK  
 CC7W2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

BENCHMARK  
 CC7W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK  
 CC7W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR |  | Production and Distribution of Writing |
|--------------------|--|--|
|--------------------|--|--|

ENDURING UNDERSTANDING  
 CC7W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDING  
 CC7W6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR |  | Research to Build and Present Knowledge |
|--------------------|--|---|
|--------------------|--|---|

ENDURING UNDERSTANDING  
 CC7W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ENDURING UNDERSTANDING  
 CC7W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR |  | Range of Writing |
|--------------------|--|------------------|
|--------------------|--|------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12 L.**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
|------------------------|---------|--|

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
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BENCHMARK      CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
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BENCHMARK      CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Knowledge of Language</b> |
|---------------------------|--|------------------------------|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |
|-------------------------------|---------------|---|

BENCHMARK      CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |
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BENCHMARK      CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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| BENCHMARK | CC7L4d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|------------------------|--------|--|

UNIT 7: INVENTIVE WRITING Week 13 Page 141-148

Delaware Standards and Instruction  
Language Arts  
Grade 7 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |                                |
|---------------------------|--|--------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Text Types and Purposes</b> |
|---------------------------|--|--------------------------------|

|                               |               |  |
|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
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|           |         |  |
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| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
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| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

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| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| BENCHMARK | CC7W2f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------|--|---|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
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|                        |        |  |
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| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR |  | Research to Build and Present Knowledge |
|--------------------|--|---|
|--------------------|--|---|

ENDURING UNDERSTANDING CC7W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

| STRAND / INDICATOR |  | Range of Writing |
|--------------------|--|------------------|
|--------------------|--|------------------|

ENDURING UNDERSTANDING CC7W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12

| STRAND / INDICATOR |  | Comprehension and Collaboration |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

ENDURING UNDERSTANDING CC7SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK CC7SL1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12

| STRAND / INDICATOR |  | Comprehension and Collaboration |
|--------------------|--|---------------------------------|
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ENDURING UNDERSTANDING CC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR |  | Conventions of Standard English |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

ENDURING UNDERSTANDING CC7L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

| STRAND / INDICATOR |  | Conventions of Standard English |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

ENDURING UNDERSTANDING CC7L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

**BENCHMARK**      CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

**ENDURING UNDERSTANDING**      CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 14 Page 149-154

**Delaware Standards and Instruction  
Language Arts  
Grade 7 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                               |               |  |
|-------------------------------|---------------|--|
| <b>STRAND / INDICATOR</b>     |               | <b>Text Types and Purposes</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

**BENCHMARK**      CC7W2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**BENCHMARK**      CC7W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**BENCHMARK**      CC7W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**BENCHMARK**      CC7W2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------|--|---|

**ENDURING UNDERSTANDING**      CC7W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)



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|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--------|---|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |                         |
|---------------------------|--|-------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
|---------------------------|--|-------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|-------------------------------|---------------|---|

BENCHMARK      CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
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BENCHMARK      CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

BENCHMARK      CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

ENDURING UNDERSTANDING      CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 7: INVENTIVE WRITING Week 15 Page 155-163

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 7 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Key Ideas and Details</b> |
|---------------------------|--|------------------------------|

ENDURING UNDERSTANDING      CC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDING      CC7RL3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

|                           |  |                            |
|---------------------------|--|----------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Craft and Structure</b> |
|---------------------------|--|----------------------------|

ENDURING UNDERSTANDING      CC7RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ENDURING UNDERSTANDING      CC7RL6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------|--|--|

|                        |           |   |
|------------------------|-----------|---|
| ENDURING UNDERSTANDING | CC7RL1.0. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|------------------------|-----------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Text Types and Purposes  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W3. | 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 | CC7W3a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
|-----------|---------|---|

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|-----------|---------|---|
| BENCHMARK | CC7W3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|-----------|---------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR |  | Production and Distribution of Writing |
|--------------------|--|--|
|--------------------|--|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
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|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR |  | Research to Build and Present Knowledge |
|--------------------|--|---|
|--------------------|--|---|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR |  | Range of Writing |
|--------------------|--|------------------|
|--------------------|--|------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

ENDURING UNDERSTANDING  
 CC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

BENCHMARK      CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

BENCHMARK      CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

BENCHMARK      CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK      CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK      CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
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UNIT 8: FORMAL ESSAY MODELS Week 16 Page 165-180

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 7 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR     |         | Key Ideas and Details  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                         |
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR     |         | Craft and Structure   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR     |         | Integration of Knowledge and Ideas   |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI9. | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

| STRAND / INDICATOR     |        | Text Types and Purposes   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Production and Distribution of Writing   |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                                   |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Research to Build and Present Knowledge   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   |
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     |        | Range of Writing  |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

| STRAND / INDICATOR     |        | Comprehension and Collaboration   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7SL1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7SL1a | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| BENCHMARK | CC7SL1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  |
| BENCHMARK | CC7SL1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  |
| BENCHMARK | CC7SL1d | Acknowledge new information expressed by others and, when warranted, modify their own views.  |

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

ENDURING UNDERSTANDING     CC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|-------------------------------|---------------|---|

BENCHMARK     CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|-------------------------------|---------------|---|

BENCHMARK     CC7L2b. Spell correctly.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Knowledge of Language</b> |
|---------------------------|--|------------------------------|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |
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BENCHMARK     CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND** **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 7 - Adopted: 2010

**STANDARD / STRAND** **DE.CC7R Reading Standards for Literature 6-12**  
**L.**

|                               |                |  |
|-------------------------------|----------------|--|
| <b>STRAND / INDICATOR</b>     |                | <b>Craft and Structure</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7RL4.</b> | <b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</b> |

**STANDARD / STRAND** **DE.CC7R Reading Standards for Informational Text 6-12**  
**I.**

|                               |                |   |
|-------------------------------|----------------|---|
| <b>STRAND / INDICATOR</b>     |                | <b>Key Ideas and Details</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7RI1.</b> | <b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>                                    |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7RI2.</b> | <b>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</b>                         |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7RI3.</b> | <b>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</b> |

**STANDARD / STRAND** **DE.CC7R Reading Standards for Informational Text 6-12**  
**I.**

|                           |  |                            |
|---------------------------|--|----------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Craft and Structure</b> |
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| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
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| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
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**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12**  
I.

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Integration of Knowledge and Ideas</b> |
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|                        |         |  |
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| ENDURING UNDERSTANDING | CC7RI9. | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
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**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**  
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| <b>STRAND / INDICATOR</b> |  | <b>Text Types and Purposes</b> |
|---------------------------|--|--------------------------------|

|                               |               |  |
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| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
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|           |         |  |
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| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|--|

|           |         |  |
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| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
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| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| BENCHMARK | CC7W2f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**  
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| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
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|                        |        |  |
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| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
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|                        |        |  |
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| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
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**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**  
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| STRAND / INDICATOR |  | Research to Build and Present Knowledge |
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| ENDURING UNDERSTANDING | CC7W7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
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| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR |  | Range of Writing |
|--------------------|--|------------------|
|--------------------|--|------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

| STRAND / INDICATOR |  | Comprehension and Collaboration |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

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| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
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**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR |  | Conventions of Standard English |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

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| ENDURING UNDERSTANDING | CC7L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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BENCHMARK     CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR |  | Conventions of Standard English |
|--------------------|--|---------------------------------|
|--------------------|--|---------------------------------|

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| ENDURING UNDERSTANDING | CC7L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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BENCHMARK     CC7L2b. Spell correctly.

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR |  | Knowledge of Language |
|--------------------|--|-----------------------|
|--------------------|--|-----------------------|

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

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

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| BENCHMARK | CC7L4a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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|-----------|---------|---|
| BENCHMARK | CC7L4c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
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| BENCHMARK | CC7L4d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |  |
|-------------------------------|---------------|--|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L5.</b> | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> |

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| BENCHMARK | CC7L5b. | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|--|---------------------------------------|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7L6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|------------------------|--------|--|

**Delaware Standards and Instruction**  
**Language Arts**  
Grade 7 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12**

|                           |  |                              |
|---------------------------|--|------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Key Ideas and Details</b> |
|---------------------------|--|------------------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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|                        |         |  |
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| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
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|                        |         |  |
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| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
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**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12 I.**

|                           |  |                            |
|---------------------------|--|----------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Craft and Structure</b> |
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| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
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|                        |         |  |
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| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
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**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12 I.**

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------|--|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI9. | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
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**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12 I.**

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| <b>STRAND / INDICATOR</b> |  | <b>Text Types and Purposes</b> |
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| <b>ENDURING UNDERSTANDING</b> | <b>CC7W1.</b> | <b>Write arguments to support claims with clear reasons and relevant evidence.</b> |
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| BENCHMARK | CC7W1a. | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
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| BENCHMARK | CC7W1b. | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
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| BENCHMARK | CC7W1c. | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
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| BENCHMARK | CC7W1e. | Provide a concluding statement or section that follows from and supports the argument presented. |
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**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12 I.**

|                           |  |                                |
|---------------------------|--|--------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Text Types and Purposes</b> |
|---------------------------|--|--------------------------------|

|                               |               |  |
|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
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BENCHMARK CC7W2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

|                           |  |   |
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| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------|--|---|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

|                           |  |  |
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| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
|------------------------|--------|---|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--------|---|

**STANDARD / STRAND** DE.CC7W Writing Standards 6-12

|                           |  |                         |
|---------------------------|--|-------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
|---------------------------|--|-------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STANDARD / STRAND** DE.CC7S Speaking and Listening Standards 6-12

|                           |  |  |
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| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
|------------------------|---------|--|

**STANDARD / STRAND** DE.CC7L. Language Standards 6-12

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

BENCHMARK CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

BENCHMARK CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

BENCHMARK CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

| STRAND / INDICATOR |  | Craft and Structure |
|--------------------|--|---------------------|
|--------------------|--|---------------------|

|                        |         |   |
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| ENDURING UNDERSTANDING | CC7RL4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
|------------------------|---------|---|

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR |  | Key Ideas and Details |
|--------------------|--|-----------------------|
|--------------------|--|-----------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|------------------------|---------|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
|------------------------|---------|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
|------------------------|---------|--|

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR |  | Craft and Structure |
|--------------------|--|---------------------|
|--------------------|--|---------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
|------------------------|---------|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
|------------------------|---------|--|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

| STRAND / INDICATOR |  | Text Types and Purposes |
|--------------------|--|-------------------------|
|--------------------|--|-------------------------|

|                               |               |  |
|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
|-------------------------------|---------------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|--|

|           |         |  |
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| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|-----------|---------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------|--|---|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
|------------------------|--------|---|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |                         |
|---------------------------|--|-------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
|---------------------------|--|-------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
|------------------------|---------|--|

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|



|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|-------------------------------|---------------|---|

BENCHMARK CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

BENCHMARK CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

BENCHMARK CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Literature 6-12 L.**

| STRAND / INDICATOR |  | Craft and Structure |
|--------------------|--|---------------------|
|--------------------|--|---------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RL4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
|------------------------|---------|---|

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR |  | Key Ideas and Details |
|--------------------|--|-----------------------|
|--------------------|--|-----------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|------------------------|---------|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
|------------------------|---------|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
|------------------------|---------|--|

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR |  | Craft and Structure |
|--------------------|--|---------------------|
|--------------------|--|---------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
|------------------------|---------|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
|------------------------|---------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12 .**

| STRAND / INDICATOR |  | Text Types and Purposes |
|--------------------|--|-------------------------|
|--------------------|--|-------------------------|

|                               |               |  |
|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
|-------------------------------|---------------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|-----------|---------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------|--|---|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
|------------------------|--------|---|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |                         |
|---------------------------|--|-------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
|---------------------------|--|-------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
|------------------------|---------|--|

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|-------------------------------|---------------|---|

BENCHMARK CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

BENCHMARK CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

BENCHMARK CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Literature 6-12 L.**

| STRAND / INDICATOR |  | Craft and Structure |
|--------------------|--|---------------------|
|--------------------|--|---------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RL4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
|------------------------|---------|---|

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR |  | Key Ideas and Details |
|--------------------|--|-----------------------|
|--------------------|--|-----------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|------------------------|---------|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI2. | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
|------------------------|---------|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
|------------------------|---------|--|

**STANDARD / STRAND**     **DE.CC7R Reading Standards for Informational Text 6-12 I.**

| STRAND / INDICATOR |  | Craft and Structure |
|--------------------|--|---------------------|
|--------------------|--|---------------------|

|                        |         |   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RI4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
|------------------------|---------|---|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RI5. | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
|------------------------|---------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12 .**

| STRAND / INDICATOR |  | Text Types and Purposes |
|--------------------|--|-------------------------|
|--------------------|--|-------------------------|

|                               |               |  |
|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
|-------------------------------|---------------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|-----------|---------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------|--|---|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
|------------------------|--------|---|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |                         |
|---------------------------|--|-------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
|---------------------------|--|-------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
|------------------------|---------|--|

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|-------------------------------|---------------|---|

BENCHMARK CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

BENCHMARK CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

BENCHMARK CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

| STRAND / INDICATOR     |         | Key Ideas and Details  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7RL1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.        |
| ENDURING UNDERSTANDING | CC7RL2. | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| ENDURING UNDERSTANDING | CC7RL3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

| STRAND / INDICATOR     |         | Craft and Structure   |
|------------------------|---------|---|
| ENDURING UNDERSTANDING | CC7RL4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| ENDURING UNDERSTANDING | CC7RL6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   |

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

| STRAND / INDICATOR     |          | Range of Reading and Level of Text Complexity   |
|------------------------|----------|---|
| ENDURING UNDERSTANDING | CC7RL10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

| STRAND / INDICATOR     |         | Text Types and Purposes  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7W2.  | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>   |
| BENCHMARK              | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| BENCHMARK              | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| BENCHMARK              | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |



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| BENCHMARK | CC7W2f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Text Types and Purposes</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |

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|-----------|---------|---|
| BENCHMARK | CC7W3a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
|-----------|---------|---|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7W3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|-----------|---------|---|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------|--|---|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

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|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

|                           |  |                         |
|---------------------------|--|-------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
|---------------------------|--|-------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                               |               |  |
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| <b>ENDURING UNDERSTANDING</b> | <b>CC7SL1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-------------------------------|---------------|--|

BENCHMARK CC7SL1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

BENCHMARK CC7SL1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

BENCHMARK CC7SL1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

BENCHMARK CC7SL1d Acknowledge new information expressed by others and, when warranted, modify their own views.

**STANDARD / STRAND** **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

ENDURING UNDERSTANDING CC7SL2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**STANDARD / STRAND** **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

BENCHMARK CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND** **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Conventions of Standard English</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

BENCHMARK CC7L2b. Spell correctly.

**STANDARD / STRAND** **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

BENCHMARK CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

| <b>STRAND / INDICATOR</b>     | <b>Vocabulary Acquisition and Use</b> |   |
|-------------------------------|---------------------------------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b>                         | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

BENCHMARK      CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK      CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

| <b>STRAND / INDICATOR</b> | <b>Vocabulary Acquisition and Use</b> |  |
|---------------------------|---------------------------------------|--|
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ENDURING UNDERSTANDING      CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 259-272

**Delaware Standards and Instruction  
Language Arts  
Grade 7 - Adopted: 2010**

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

| <b>STRAND / INDICATOR</b> | <b>Key Ideas and Details</b> |  |
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ENDURING UNDERSTANDING      CC7RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDING      CC7RL2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ENDURING UNDERSTANDING      CC7RL3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

| <b>STRAND / INDICATOR</b> | <b>Craft and Structure</b> |  |
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ENDURING UNDERSTANDING      CC7RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

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| ENDURING UNDERSTANDING | CC7RL6. | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
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**STANDARD / STRAND**      **DE.CC7R Reading Standards for Literature 6-12 L.**

|                           |  |  |
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| <b>STRAND / INDICATOR</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------|--|--|

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| ENDURING UNDERSTANDING | CC7RL1.0. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

|                           |  |                                |
|---------------------------|--|--------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Text Types and Purposes</b> |
|---------------------------|--|--------------------------------|

|                               |               |  |
|-------------------------------|---------------|--|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
|-------------------------------|---------------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|-----------|---------|--|

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|-----------|---------|--|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|-----------|---------|---|

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| BENCHMARK | CC7W2f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

|                           |  |                                |
|---------------------------|--|--------------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Text Types and Purposes</b> |
|---------------------------|--|--------------------------------|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |
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|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7W3a. | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
|-----------|---------|---|

|           |         |   |
|-----------|---------|---|
| BENCHMARK | CC7W3b. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
|-----------|---------|---|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12 .**

|                           |  |   |
|---------------------------|--|---|
| <b>STRAND / INDICATOR</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------|--|---|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
|------------------------|--------|--|

|                        |        |  |
|------------------------|--------|--|
| ENDURING UNDERSTANDING | CC7W6. | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
|------------------------|--------|--|

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------|--|--|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                           |  |                         |
|---------------------------|--|-------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Range of Writing</b> |
|---------------------------|--|-------------------------|

|                        |        |   |
|------------------------|--------|---|
| ENDURING UNDERSTANDING | CC7W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|------------------------|--------|---|

**STANDARD / STRAND**      **DE.CC7S Speaking and Listening Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------|--|--|

|                        |         |  |
|------------------------|---------|--|
| ENDURING UNDERSTANDING | CC7SL2. | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
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BENCHMARK      CC7L1a. Explain the function of phrases and clauses in general and their function in specific sentences.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |  |  |
|---------------------------|--|--|
| <b>STRAND / INDICATOR</b> |  | <b>Conventions of Standard English</b> |
|---------------------------|--|--|

|                               |               |   |
|-------------------------------|---------------|---|
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
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BENCHMARK      CC7L2b. Spell correctly.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Knowledge of Language</b>  |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L3.</b> | <b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b> |

**BENCHMARK**      CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

**BENCHMARK**      CC7L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**BENCHMARK**      CC7L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                               |               |   |
|-------------------------------|---------------|---|
| <b>STRAND / INDICATOR</b>     |               | <b>Vocabulary Acquisition and Use</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7L6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

UNIT 9: RESPONSE TO LITERATURE Week 24 Page 273-273

**Delaware Standards and Instruction**  
**Language Arts**  
 Grade 7 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC7R Reading Standards for Informational Text 6-12**

|                           |  |                            |
|---------------------------|--|----------------------------|
| <b>STRAND / INDICATOR</b> |  | <b>Craft and Structure</b> |
|---------------------------|--|----------------------------|

**ENDURING UNDERSTANDING**      CC7RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

|                               |               |  |
|-------------------------------|---------------|--|
| <b>STRAND / INDICATOR</b>     |               | <b>Text Types and Purposes</b>   |
| <b>ENDURING UNDERSTANDING</b> | <b>CC7W2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

|           |         |  |
|-----------|---------|--|
| BENCHMARK | CC7W2a. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| BENCHMARK | CC7W2b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.   |
| BENCHMARK | CC7W2d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     | Production and Distribution of Writing |  |
|------------------------|--|--|
| ENDURING UNDERSTANDING | CC7W4.                                 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)           |
| ENDURING UNDERSTANDING | CC7W5.                                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     | Research to Build and Present Knowledge |   |
|------------------------|---|---|
| ENDURING UNDERSTANDING | CC7W8.                                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**STANDARD / STRAND**     **DE.CC7W Writing Standards 6-12**

| STRAND / INDICATOR     | Range of Writing |   |
|------------------------|------------------|---|
| ENDURING UNDERSTANDING | CC7W10           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STANDARD / STRAND**     **DE.CC7S Speaking and Listening Standards 6-12**

| STRAND / INDICATOR     | Comprehension and Collaboration |  |
|------------------------|---------------------------------|--|
| ENDURING UNDERSTANDING | CC7SL2.                         | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |

**STANDARD / STRAND**     **DE.CC7L. Language Standards 6-12**

| STRAND / INDICATOR     | Knowledge of Language |  |
|------------------------|-----------------------|--|
| ENDURING UNDERSTANDING | CC7L3.                | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening. |

|           |   |
|-----------|---|
| BENCHMARK | CC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|-----------|---|

**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

|                           |                                       |
|---------------------------|---------------------------------------|
| <b>STRAND / INDICATOR</b> | <b>Vocabulary Acquisition and Use</b> |
|---------------------------|---------------------------------------|

|                        |   |
|------------------------|---|
| ENDURING UNDERSTANDING | CC7L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|------------------------|---|