

Main Criteria: Structure and Style for Students Year 3 Level B

Secondary Criteria: Delaware Standards and Instruction

Subject: Language Arts

Grade: 8

Structure and Style for Students Year 3 Level B

Poetry Week 19, p. 199-208

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8R L.** **Reading Standards for Literature 6-12**

STRAND / INDICATOR **Key Ideas and Details**

ENDURING UNDERSTANDING CC8RL1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / STRAND **DE.CC8R L.** **Reading Standards for Literature 6-12**

STRAND / INDICATOR **Craft and Structure**

ENDURING UNDERSTANDING CC8RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ENDURING UNDERSTANDING CC8RL5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

STANDARD / STRAND **DE.CC8R L.** **Reading Standards for Literature 6-12**

STRAND / INDICATOR **Range of Reading and Level of Text Complexity**

ENDURING UNDERSTANDING CC8RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

STANDARD / STRAND **DE.CC8W .** **Writing Standards 6-12**

STRAND / INDICATOR **Text Types and Purposes**

ENDURING UNDERSTANDING CC8W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

BENCHMARK	CC8W3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK CC8L2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

BENCHMARK CC8L4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK CC8L4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

BENCHMARK CC8L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Poetry Week 20, p. 209-214

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8R L. Reading Standards for Literature 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / STRAND **DE.CC8RL** **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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ENDURING UNDERSTANDING	CC8RL5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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STANDARD / STRAND **DE.CC8RL** **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC8W3.	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	CC8W3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Poetry Week 21, p. 215-220

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND DE.CC8R L. Reading Standards for Literature 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / STRAND DE.CC8R L. Reading Standards for Literature 6-12

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

ENDURING UNDERSTANDING	CC8RL5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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STANDARD / STRAND DE.CC8R L. Reading Standards for Literature 6-12

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

STANDARD / STRAND DE.CC8W . Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

BENCHMARK	CC8W3d .	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STANDARD / STRAND **DE.CC8L.** **Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
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BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STANDARD / STRAND **DE.CC8L. Language Standards 6-12**

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

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

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

Poetry Week 22, p. 221-226

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8R L. Reading Standards for Literature 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / STRAND **DE.CC8R L. Reading Standards for Literature 6-12**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ENDURING UNDERSTANDING	CC8RL5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

STANDARD / STRAND **DE.CC8R L. Reading Standards for Literature 6-12**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1a.	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	CC8SL1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

BENCHMARK	CC8SL1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Response to Literature Week 23, p. 227-236

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC8RL3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
STANDARD / STRAND	DE.CC8RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

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

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

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

Timed Essay Week 24, p. 237-238

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8W Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8L	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 1: Note Making and Outlines Week 01, p. 9-16

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND	DE.CC8RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD / STRAND	DE.CC8SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: Writing from Notes Week 02, p. 17-32

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8R** **Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC8RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD / STRAND **DE.CC8R** **Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC8RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC8W.2.	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	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC8W.4.	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	CC8W.5.	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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STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC8W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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STANDARD / STRAND **DE.CC8L.** **Language Standards 6-12**

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

Unit 3: Retelling Narrative Stories Week 03, p. 33-42

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

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

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

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

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

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

Unit 3: Retelling Narrative Stories Week 04, p. 43-48

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8R L. Reading Standards for Literature 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / STRAND **DE.CC8R L. Reading Standards for Literature 6-12**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

STANDARD / STRAND **DE.CC8R L. Reading Standards for Literature 6-12**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / STRAND **DE.CC8L. Language Standards 6-12**

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

Unit 4: Summarizing a Reference Week 05, p. 49-60

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8R I. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / STRAND **DE.CC8R I. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

STANDARD / STRAND **DE.CC8W . Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDING	CC8L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC8L5b.	Use the relationship between particular words to better understand each of the words.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND	DE.CC8RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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

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

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STANDARD / STRAND DE.CC8W Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

STANDARD / STRAND DE.CC8W Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

BENCHMARK	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.

STANDARD / STRAND DE.CC8W Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / STRAND DE.CC8W Writing Standards 6-12

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

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

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

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8W Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC8W2.	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	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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STANDARD / STRAND **DE.CC8W Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC8W3.	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	CC8W3c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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STANDARD / STRAND **DE.CC8W Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

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

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Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8RI. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / STRAND **DE.CC8RI. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

STANDARD / STRAND **DE.CC8W. Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STANDARD / STRAND **DE.CC8SL.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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STANDARD / STRAND **DE.CC8L.** **Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STANDARD / STRAND **DE.CC8RI. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD / STRAND **DE.CC8RI. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STANDARD / STRAND **DE.CC8W. Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC8W2.	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	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

BENCHMARK	CC8SL1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

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

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND DE.CC8R L. Reading Standards for Informational Text 6-12

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STANDARD / STRAND DE.CC8W . Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC8W2.	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	CC8W2a .	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC8W2b .	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC8W2c .	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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BENCHMARK	CC8W2d .	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STANDARD / STRAND DE.CC8W . Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

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

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

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

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Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8R L. Reading Standards for Literature 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / STRAND **DE.CC8R L.** **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STANDARD / STRAND **DE.CC8R L.** **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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STANDARD / STRAND **DE.CC8W .** **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	CC8SL1a.	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	CC8SL1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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BENCHMARK	CC8SL1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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BENCHMARK	CC8SL1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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STANDARD / STRAND **DE.CC8L.** **Language Standards 6-12**

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

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Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

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

ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

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

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Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8R I. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD / STRAND **DE.CC8R I. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

STANDARD / STRAND **DE.CC8W . Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

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

ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

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

Unit 8: Formal Essay Models Week 17, p. 177-182

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8W Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / STRAND **DE.CC8W** **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

STANDARD / STRAND **DE.CC8S L.** **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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STANDARD / STRAND **DE.CC8L.** **Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
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BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STANDARD / STRAND **DE.CC8L.** **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 9: Formal Critique Week 18, p. 183-198

Delaware Standards and Instruction

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND **DE.CC8R L.** **Reading Standards for Literature 6-12**

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
STANDARD / STRAND	DE.CC8W.	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
STANDARD / STRAND	DE.CC8W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W.	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W.	Writing Standards 6-12

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
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STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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