# Main Criteria: Modern World History-Based Writing Lessons

## **Secondary Criteria:** Delaware Standards and Instruction

Subject: Language Arts

**Grades:** 6, 7, 8

#### **Modern World History-Based Writing Lessons**

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

#### **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6SL4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC6L6.

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

## **Delaware Standards and Instruction**

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

		Delaware Standards and Instruction
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / INDICATOR		Presentation of Knowledge and Ideas
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Grade <b>8</b> - Adopted: <b>2010</b>			
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	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	

STDAND /		
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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
	CC8W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI	CC8W4.  DE.CC8S L.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
ENDURING UNDERSTANDI NG STANDARD /	DE.CC8S	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG  STANDARD / STRAND	DE.CC8S	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.)  Speaking and Listening Standards 6-12
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC8S L.	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.)  Speaking and Listening Standards 6-12  Comprehension and Collaboration  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
ENDURING UNDERSTANDI NG  STANDARD I STRAND  STRAND I INDICATOR  ENDURING UNDERSTANDI NG	DE.CC8S L. CC8SL1.	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.)  Speaking and Listening Standards 6-12  Comprehension and Collaboration  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.  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
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC8SL1 a.	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.)  Speaking and Listening Standards 6-12  Comprehension and Collaboration  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.  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.

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		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.

# Lesson 02: Unit 2 Writing from Notes, p. 17-26

# **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

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

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		Grade <b>8</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	Follow rules for collegial discussions and decision-making, track progress toward specific goals

BENCHMARK	CC8SL1	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	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.

Lesson 03: Unit 2 Writing from Notes, p. 27-32

# **Delaware Standards and Instruction**

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
	DE.CC6W	Writing Standards 6-12  Range of Writing
STRAND /	DE.CC6W	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC6W10	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC6W10	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC6W10 DE.CC6S	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING	CC6SL1	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Language Arts** 

Grade **7** - Adopted: **2010** 

STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND /		Range of Writing
INDICATOR		
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI	CC7W10 . DE.CC7S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
ENDURING UNDERSTANDI NG STANDARD /	DE.CC7S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI NG  STANDARD I STRAND	DE.CC7S	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.  Speaking and Listening Standards 6-12
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICAT OR  ENDURING UNDERSTANDI	DE.CC7S L.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on
ENDURING UNDERSTANDI NG  STANDARD I STRAND  STRAND I INDICATOR  ENDURING UNDERSTANDI NG	DE.CC7S L.  CC7SL1.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICAT OR  ENDURING UNDERSTANDI NG  BENCHMARK	CC7SL1 a.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and

STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST ANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Delaware Standards and Instruction
		Language Arts

		Grade <b>8</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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 UNDERSTANDI NG	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 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.

# Lesson 04: Unit 2 Writing from Notes, p. 33-40

# **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

STRAND		gg
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD /

DE.CC6L. Language Standards 6-12

## **Delaware Standards and Instruction**

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD /	DE CC7W	Writing Standards 6-12
STRAND	DE.CC7W	witting Standards 0-12
	DE.CC7W	Research to Build and Present Knowledge
STRAND /	CC7W8.	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Research to Build and Present Knowledge  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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC7W8.	Research to Build and Present Knowledge  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.

ENDURING UNDERST ANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade <b>8</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter
UNDERSTANDI NG		time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	DE.CC8S L.	
NG STANDARD /		audiences.

ENDURING WORERSTANDI CC8SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and others ideas and expressing their own clearly.  ENDURING CC8SL1 come to discussions prepared, having read or researched material under study, explicitly or what material discussions and decision-making, track progress toward specific goals and deadlines, and desire individual roles as needed.  ENDIFICIAL CC8SL1 Acknowledge new information expressed by others, and, when warranted, quality or justify their own views in light of the evidence presented.  STANDARD / DE.CC8S Speaking and Listening Standards 6-12  STRAND / Presentation of Knowledge and Ideas  STRAND / Presentation of Knowledge and Ideas  STRAND / Presentation of Knowledge and Ideas  STRAND / DE.CC8L. Language Standards 6-12  STRAND / Vocabulary Acquisition and Use  DENCHMARK CC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.  STRAND / DE.CC8L. Language Standards 6-12			
a. 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 / INDICATOR  Presentation of Knowledge and Ideas  ENDURING  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 / INDICATOR  DECC8L. Language Standards 6-12  STANDARD / Conventions of Standard English  ENDURING UNDERSTANDI  DECC8L. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  BENCHMARK  CC8L1d. Recognize and correct inappropriate shifts in vertivorce and mood.  STANDARD / STRAND / Vocabulary Acquisition and Use  ENDURING UNDERSTANDI  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  CC8L4d. 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 (e.g., by checking the interest demaning in context or in a dictionary).  STANDARD / Vocabulary Acquisition and Use	UNDERSTANDI	CC8SL1.	teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on
b. and deadlines, and define individual roles as needed.  BENCHMARK CC8SL1 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  BENCHMARK CC8SL1 Acknowledge new information expressed by others, and, when warranted, quality or justify their own view in light of the evidence presented.  STANDARD / DE.CC8S Speaking and Listening Standards 6-12  STRAND / INDICATOR Presentation of Knowledge and Ideas  ENDURING 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 / INDICATOR  STRAND / INDICATOR  ENDURING CC8SL4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  BENCHMARK CC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.  STANDARD / STRAND / Vocabulary Acquisition and Use  ENDURING UNDERSTANDI 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 (e.g., by checking the intered meaning in context or in a dictionary).  STANDAD / Vocabulary Acquisition and Use	BENCHMARK		that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
C. comments with relevant evidence, observations, and ideas.  BENCHMARK  CCBSL1  Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  STANDARD / STRAND / INDICATOR  Presentation of Knowledge and Ideas  ENDURING  UNDERSTANDI  CCBSL4.  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 / INDICATOR  CCBL1.  Language Standards 6-12  STRAND / INDICATOR  ENDURING  UNDERSTANDI  CCBL1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  ENDURING UNDERSTANDI  STANDARD / STRAND /	BENCHMARK		
STANDARD / STRAND / INDICATOR  DE.CC8L	BENCHMARK		
STRAND / INDICATOR  Presentation of Knowledge and Ideas  ENDURING UNDERSTANDI NG  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 / INDICATOR  DE.CC8L. Language Standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK CC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.  STANDARD / STRAND / STANDARD / STRAND / INDICATOR  UNDERSTANDI OR CC8L1. Language Standards 6-12  STRAND / 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 CC8L4d. 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 (e.g., by checking the intered meaning in context or in a dictionary).  STANDARD / DE.CC8L. Language Standards 6-12  STANDARD / DE.CC8L. Language Standards 6-12  STANDARD / Vocabulary Acquisition and Use	BENCHMARK		
ENDURING UNDERSTANDI NG  DE.CC8L.  Language Standards 6-12  STANDARD / STRAND NG  DE.CC8L.  Language Standards Grace command of the conventions of standard English grammar and usage when writing or speaking. NG  BENCHMARK  CC8L1.  Language Standards 6-12  Conventions of Standard English NG  CC8L1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NG  BENCHMARK  CC8L1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NG  BENCHMARK  CC8L1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NG  BENCHMARK  CC8L1.  Decognize and correct inappropriate shifts in verb voice and mood.  STANDARD / INDICATOR  Vocabulary Acquisition and Use  NG  DE.CC8L.  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 (e.g., by checking the inferred meaning in context or in a dictionary).  STANDARD / STRAND  DE.CC8L.  Language Standards 6-12  STANDARD / Vocabulary Acquisition and Use			Speaking and Listening Standards 6-12
relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  STANDARD / STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK CC8L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  STANDARD / STRAND / STANDARD / STRAND			Presentation of Knowledge and Ideas
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  CC8L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  BENCHMARK  CC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.  STANDARD / STRAND / INDICATOR  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 (e.g., by checking the inferred meaning in context or in a dictionary).  STANDARD / STRAND / Vocabulary Acquisition and Use	UNDERSTANDI	CC8SL4.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
ENDURING UNDERSTANDI NG  BENCHMARK  CC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.  STANDARD / STRAND  STANDARD / INDICATOR  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 (e.g., by checking the inferred meaning in context or in a dictionary).  STANDARD / STRAND / Vocabulary Acquisition and Use  Vocabulary Acquisition and Use		DE.CC8L.	Language Standards 6-12
When writing or speaking.  BENCHMARK CC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.  STANDARD / STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  BENCHMARK 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 (e.g., by checking the inferred meaning in context or in a dictionary).  STANDARD / DE.CC8L. Language Standards 6-12  STRAND / Vocabulary Acquisition and Use			Conventions of Standard English
STRAND / DE.CC8L. Language Standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENCHMARK  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  Vocabulary Acquisition and Use	UNDERSTANDI	CC8L1.	
STRAND / INDICATOR  ENDURING UNDERST ANDI NG  ENCHMARK  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 / Vocabulary Acquisition and Use	BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
ENDURING UNDERST ANDI 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 / Vocabulary Acquisition and Use		DE.CC8L.	Language Standards 6-12
UNDERST ANDING       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 /       Vocabulary Acquisition and Use			Vocabulary Acquisition and Use
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 / Vocabulary Acquisition and Use	UNDERSTANDI	CC8L4.	
STANDARD / DE.CC8L. Language Standards 6-12 STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC8L4a.	
STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC8L4d.	
		DE.CC8L.	Language Standards 6-12
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.

### Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

### **Delaware Standards and Instruction**

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

BENCHMARK  CC6W3d  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  BENCHMARK  CC6W3e  Provide a conclusion that follows from the narrated experiences or events.  STANDARD / STRAND / INC.  STRAND / INC.  Production and Distribution of Writing  ENDURING  UNDERSTANDI  NG  CC6W4.  Produce clear and coherent witting in which the development, organization, and style are appropriate to task purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING  UNDERSTANDI  NG  TANDARD / STRAND / Inc.  STRAND / Inc.  Range of Writing Standards 6-12  STRAND / Inc.  Range of Writing  CC6W1.  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.  STRAND / Inc.  STRAND / Inc.  STRAND / Inc.  CC6W1.  Speaking and Listening Standards 6-12  STRAND / Inc.  CC6W2.  Speaking and Listening Standards 6-12  STRAND / Inc.  CC6W3.  CC6W3.  CC6W3.  CC6W3.  CC6W3.  Speaking and Listening Standards 6-12  Comprehension and Collaborative discussions fone-en-one, in groups, and teacher-ledy with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas unded discussions.  BENCHMARK  CC6SL1.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual role as needed.  CC6SL1.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			
BENCHMARK  CC6W3d  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  BENCHMARK  CC6W3e  Provide a conclusion that follows from the narrated experiences or events.  STANDARD / STRAND / INCECTOR Writing Standards 6-12  STRAND / INCECTOR Production and Distribution of Writing  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / DE.CC6W5. Writing Standards 6-12  STRAND / INCECTOR Writing Standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6W1. Writing Standards 6-12  STRAND / INDICATOR  STRAND / INDICATOR  STRAND / INDICATOR  CC6W1. Writing Standards 6-12  STRAND / INDICATOR  STRAND / INDICATOR  CC6W1. Writing Standards 6-12  STRAND / Indicator in	BENCHMARK	CC6W3a	
BENCHMARK  CC6WSe  Provide a conclusion that follows from the narrated experiences or events.  STANDARD / STRAND / STRAND / Production and Distribution of Writing  STRAND / INDICATOR  ENDURING  UNDERSTANDI  NG  CC6W4.  Produce clear and coherent writing in which the development, organization, and syle are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING  UNDERSTANDI  NG  CC6W5.  Writing Standards 6-12  STANDARD / STRAND / INDICATOR  Range of Writing  ENDURING  UNDERSTANDI  NG  CC6W10  Writing Standards 6-12  STANDARD / STRAND / Understand (Simple stilling or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND / Understand (Simple stilling or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND / Understand (Simple stilling or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND / Understand (Simple stilling or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND / Understand (Simple stilling or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND / Understand (Simple stilling or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND / Understand (Simple stilling or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND / Understand (Simple stilling or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND / Understand (Simple stilling or a range of collaborative discussions (one-on-one, in groups, and tacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.  BENCHMARK  CC6SL1  ENDURING  CC6SL1  Follow rules for collegial discussions, set specific quality day and deadlines, and define individual	BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
STRAND / INDICATOR  DE.CC6W Writing Standards 6-12  Production and Distribution of Writing  INDICATOR  CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING UNDERSTANDI NG  CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  STANDARD / STRAND / INDICATOR  Range of Writing  CC6W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND / INDICATOR  DE.CC6S Speaking and Listening Standards 6-12  STRAND / CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that an experiment of the proparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  BENCHMARK CC6SL1 Pollow rules for collegial discussions, set specific goals and deadlines, and define individual role as needed.  BENCHMARK CC6SL1 Pollow rules for collegial discussions, with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	BENCHMARK	CC6W3d	
STRAND / INDICATOR  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.)  Writing standards 1-3 above.)  Writing standards 6-12  STRAND / STRAND	BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI		DE.CC6W	Writing Standards 6-12
appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING UNDERSTANDI NG  STANDARD / STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI			Production and Distribution of Writing
NG  STANDARD / STRAND / STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6WID Writing Standards 6-12  CC6WID 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, an audiences.  STANDARD / STRAND / INDICATOR  DE.CC6S Speaking and Listening Standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI U	UNDERSTANDI	CC6W4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  TENDURING UNDERSTANDI NIDICATOR  ENDURING UNDERSTANDI NIDICATOR  ENDURING UNDERSTANDI NG  TENDURING UND	UNDERSTANDI	CC6W5.	
ENDURING UNDERSTANDI NG  DE.CC6S Speaking and Listening Standards 6-12  Comprehension and Collaboration  ENDURING UNDERSTANDI NG  DE.CC6S Speaking and Listening Standards 6-12  Comprehension and Collaboration  ENDURING UNDERSTANDI NG  CC6SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  ENCHMARK  CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that a.  preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  BENCHMARK  CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		DE.CC6W	Writing Standards 6-12
UNDERSTANDI NG  time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, an audiences.  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6SL1.  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  BENCHMARK  CC6SL1  Follow rules for collegial discussions, set specific goals and deadlines, and define individual role as needed.  BENCHMARK  CC6SL1  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			Range of Writing
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  BENCHMARK  CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual role as needed.  BENCHMARK  CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	UNDERSTANDI	CC6W10	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
ENDURING UNDERSTANDI NG  CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  ENCHMARK CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual role as needed.  BENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			Speaking and Listening Standards 6-12
teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  BENCHMARK  CC6SL1  Follow rules for collegial discussions, set specific goals and deadlines, and define individual role as needed.  BENCHMARK  CC6SL1  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.			Comprehension and Collaboration
a. preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  BENCHMARK  CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual role as needed.  BENCHMARK  CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	UNDERSTANDI	CC6SL1.	
BENCHMARK  CC6SL1  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	BENCHMARK		preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
c. contribute to the topic, text, or issue under discussion.	BENCHMARK		Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK CC6SL1 Review the key ideas expressed and demonstrate understanding of multiple perspectives throug	BENCHMARK		
d. reflection and paraphrasing.	BENCHMARK		Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Delaware Standards and Instruction
		Languago Arto

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
		riovide a conditision that follows from and relicots on the hamated experiences of events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
	DE.CC7W	
STRAND /	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI		Writing Standards 6-12  Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI UNDERSTANDI	CC7W4.	Writing Standards 6-12  Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
STRAND / INDICATOR  ENDURING UNDERSTANDING  ENDURING UNDERSTANDING  ENDURING UNDERSTANDING	CC7W4.	Writing Standards 6-12  Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / INDICATOR  ENDURING UNDERSTANDING  ENDURING UNDERSTANDING  STANDARD / STRAND	CC7W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Writing Standards 6-12

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
		Speaking and Listening Standards 6-12  Presentation of Knowledge and Ideas
STRAND /		
STRAND / INDICATOR  ENDURING UNDERSTANDI	L.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Knowledge of Language  Use Knowledge of Language and its conventions when writing, speaking, reading, or
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC7SL4.  DE.CC7L.  CC7L3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Knowledge of Language  Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.  Choose language that expresses ideas precisely and concisely, recognizing and eliminating
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC7L3.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Knowledge of Language  Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  STANDARD / STRAND	CC7L3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Knowledge of Language  Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  Language Standards 6-12

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

Language Arts		
Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC8RL1 0.	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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
		Range of Writing
STRAND / INDICATOR		

STANDARD / STRAND	DE.CC8S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	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	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	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 /	DE.CC8L.	Language Standards 6-12
STRAND		

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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# **Delaware Standards and Instruction**

Grade 6 - Adopted: 2010			
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12	
STRAND / INDICATOR		Craft and Structure	
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12	
STRAND / INDICATOR		Range of Reading and Level of Text Complexity	
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12	

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
		Come to discussions prepared, having read or studied required material; explicitly draw on that

BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC6L6.

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

# **Delaware Standards and Instruction**

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND		
STRAND / INDICATOR		Comprehension and Collaboration
STRAND /	CC7SL1.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
STRAND / INDICATOR  ENDURING UNDERSTANDI		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on
STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC7SL1 a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC7SL1 a. CC7SL1 b. CC7SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  Pose questions that elicit elaboration and respond to others' questions and comments with
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK	CC7SL1 a.  CC7SL1 b.  CC7SL1 c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK  BENCHMARK	CC7SL1 a.  CC7SL1 b.  CC7SL1 c.  CC7SL1 d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  Acknowledge new information expressed by others and, when warranted, modify their own views.

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
BENCHMARK	CC7L5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Language Arts**

Grade **8** - Adopted: **2010** 

STANDARD / STRAND

DE.CC8R Reading Standards for Literature 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC8RL1 0.	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 UNDERSTANDI NG	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	CC8W2b CC8W2c	·
		Use appropriate and varied transitions to create cohesion and clarify the relationships among
BENCHMARK STANDARD /	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK  STANDARD / STRAND	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  Writing Standards 6-12
STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC8W2c DE.CC8W	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  Writing Standards 6-12  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective

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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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
	CC8W10	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI	CC8W10 . DE.CC8S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
ENDURING UNDERSTANDI NG STANDARD /	DE.CC8S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI NG  STANDARD / STRAND	DE.CC8S	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.  Speaking and Listening Standards 6-12
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC8S L.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  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
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	DE.CC8S L.  CC8SL1.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  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.  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
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	DE.CC8S L.  CC8SL1.  CC8SL1 a.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  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.  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.

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	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 UNDERSTANDI NG	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
CTDAND /		Vacabulant Association and Has

**Vocabulary Acquisition and Use** 

STRAND / INDICATOR

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.

#### Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

#### **Delaware Standards and Instruction**

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

BENCHMARK  CC6W3d  Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  BENCHMARK  CC6W3e  Provide a conclusion that follows from the narrated experiences or events.  STANDARD / STRAND / INDICATOR  Production and Distribution of Writing  ENDURING UNDERSTANDI NG  CC6W4.  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING UNDERSTANDI NG  STANDARD / STRAND  TRAND  TRAND			
BENCHMARK  CC6W3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  BENCHMARK  CC6W3e Provide a conclusion that follows from the narrated experiences or events.  STANDARD / STRAND / INDICATOR  Production and Distribution of Writing  STRAND / Production and Distribution of Writing  INDICATOR  Produce clear and coherent writing in which the development organization, and style are appropriate to lask, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING UNDERSTANDI NG  CC6W5. Writing Standards 6-12  STRAND / INDICATOR  Range of Writing  Range of Writing  CC6W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorte time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, a audiences.  STRAND / INDICATOR  DE.CC6S  Speaking and Listening Standards 6-12  STRAND / INDICATOR  COmprehension and Collaboration  DE.CC6S11. Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas un discussion.  BENCHMARK  CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	BENCHMARK	CC6W3a	, , ,
EENCHMARK  CC6W3e Provide a conclusion that follows from the narrated experiences or events.  STANDARD / STRAND / STRAND / STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING UNDERSTANDI NG  CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.  STRAND / INDICATOR  Range of Writing  ENDURING UNDERSTANDI NG  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorte time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, a audiences.  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  EENCHMARK CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas undiscussion.  EENCHMARK CC6SL1 Pollow rules for collegial discussions, set specific goals and deadlines, and define individual roan needed.  EENCHMARK CC6SL1 Pollow rules for collegial discussions with elaboration and detail by making comments that	BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
STANDARD / STRAND / INDICATOR  Production and Distribution of Writing  ENDURING UNDERSTANDI NG  CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING UNDERSTANDI NG  CC6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  STANDARD / STRAND / INDICATOR  Range of Writing  ENDURING UNDERSTANDI NG  STANDARD / Write routinely over extended time frames (time for research, reflection, and revision) and shorte time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, a audiences.  STANDARD / STRAND / INDICATOR  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI  CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roal sended.  BENCHMARK  CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	BENCHMARK	CC6W3d	
STRAND / INDICATOR  Production and Distribution of Writing  ENDURING UNDERSTANDI NG  CC6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING UNDERSTANDI NG  STANDARD / STRAND  PELCC6W Writing Standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6W10 Writing Standards 6-12  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  CC6W10 Writing standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6W10 Writing standards 6-12  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6W10 Writing standards 6-12  Comprehension and Collaboration  CC6W10 Understandi UNDERSTANDI NG  CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas un discussion.  BENCHMARK  CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
ENDURING UNDERSTANDI NG  STANDARD / STRAND		DE.CC6W	Writing Standards 6-12
appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  ENDURING UNDERSTANDI NG  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING Listening Standards 6-12  Comprehension and Collaboration  ENDURING UNDERSTANDI NG  CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas und discussion.  BENCHMARK  CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that			Production and Distribution of Writing
DE.CC6W Writing Standards 6-12  STRAND / STRAND / STRAND / STRAND / STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STRAND / STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STRAND / INDICATOR  DE.CC6S Speaking and Listening Standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  SPEAKING and Collaboration  Comprehension and Collaboration  ENDURING UNDERSTANDI NG  CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that a preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas un discussion.  BENCHMARK CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roas needed.  BENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	UNDERSTANDI	CC6W4.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STRAND / INDICATOR  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorte time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, a audiences.  STANDARD / STRAND / INDICATOR  ENDURING CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that a preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas undiscussion.  BENCHMARK CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roas needed.  BENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	UNDERSTANDI	CC6W5.	
ENDURING UNDERSTANDI NG  DE.CC6S Speaking and Listening Standards 6-12 L.  Comprehension and Collaboration  ENDURING UNDERSTANDI NG  DE.CC6S Speaking and Listening Standards 6-12 L.  Comprehension and Collaboration  ENDURING UNDERSTANDI NG  CC6SL1.  Engage effectively in a range of collaborative discussions (one-on-one, in groups, an teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas undiscussion.  BENCHMARK  CC6SL1  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roas needed.  BENCHMARK  CC6SL1  Pose and respond to specific questions with elaboration and detail by making comments that		DE.CC6W	Writing Standards 6-12
time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, a audiences.  STANDARD / STRAND / L.  Comprehension and Collaboration  CC6SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  ENCHMARK CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas undiscussion.  BENCHMARK CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roas needed.  BENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that			Range of Writing
STRAND / INDICATOR  ENDURING UNDERST ANDI NG  CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  BENCHMARK  CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas und discussion.  BENCHMARK  CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roas needed.  BENCHMARK  CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	UNDERSTANDI	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERST ANDI NG  CC6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  CC6SL1 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas undiscussion.  BENCHMARK CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roas needed.  BENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that			Speaking and Listening Standards 6-12
UNDERST ANDI NG  teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  CC6SL1  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas undiscussion.  ENCHMARK  CC6SL1  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  ENCHMARK  CC6SL1  Pose and respond to specific questions with elaboration and detail by making comments that			Comprehension and Collaboration
a. preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas und discussion.  BENCHMARK  CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual robb.  BENCHMARK  CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	UNDERSTANDI	CC6SL1.	
b. as needed.  BENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that	BENCHMARK		Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	BENCHMARK		Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	BENCHMARK		
BENCHMARK CC6SL1 Review the key ideas expressed and demonstrate understanding of multiple perspectives through the description and paraphrasing.	BENCHMARK		Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Delaware Standards and Instruction
		Languago Arto

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		Writing Standards 6-12

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
		Speaking and Listening Standards 6-12  Presentation of Knowledge and Ideas
STRAND /		
STRAND / INDICATOR  ENDURING UNDERSTANDI	L.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC7SL4.  DE.CC7L.  CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC7SL4.  DE.CC7L.  CC7L1b.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  STANDARD / STRAND	CC7SL4.  DE.CC7L.  CC7L1b.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  Language Standards 6-12

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC8RL1 0.	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 UNDERSTANDI NG	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	CC8W3.	Write narratives to develop real or imagined experiences or events using effective
UNDERST ANDI NG	CCOVV3.	technique, relevant descriptive details, and well-structured event sequences.
UNDERSTANDI	CC8W3c	
UNDERST ANDI NG		Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one
UNDERST ANDI NG 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  BENCHMARK  STANDARD I	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.  Provide a conclusion that follows from and reflects on the narrated experiences or events.
BENCHMARK  BENCHMARK  BENCHMARK  STANDARD / STRAND	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.  Provide a conclusion that follows from and reflects on the narrated experiences or events.  Writing Standards 6-12
BENCHMARK  BENCHMARK  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC8W3c . CC8W3e .	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.  Provide a conclusion that follows from and reflects on the narrated experiences or events.  Writing Standards 6-12  Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
BENCHMARK  BENCHMARK  BENCHMARK  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING  ENDURING UNDERSTANDING	CC8W3c  CC8W3e  DE.CC8W  CC8W4	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.  Provide a conclusion that follows from and reflects on the narrated experiences or events.  Writing Standards 6-12  Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well

ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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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# **Delaware Standards and Instruction**

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ST ANDARD / ST RAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with
	C.	relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK		relevant observations and ideas that bring the discussion back on topic as needed.  Acknowledge new information expressed by others and, when warranted, modify their own views.
BENCHMARK  STANDARD / STRAND	c. CC7SL1	
STANDARD /	c. CC7SL1 d. DE.CC7S	Acknowledge new information expressed by others and, when warranted, modify their own views.

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ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
STRAND / INDICATOR		Knowledge of Language
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR		Conventions of Standard English
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

# Language Arts

STANDARD / STRAND

DE.CC8R Reading Standards for Literature 6-12 L.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC8RL1 0.	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 UNDERSTANDI NG	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	
BENCHMARK	CC8W2b  CC8W2c	multimedia when useful to aiding comprehension.  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
	•	multimedia when useful to aiding comprehension.  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  Use appropriate and varied transitions to create cohesion and clarify the relationships among
BENCHMARK STANDARD /	CC8W2c	multimedia when useful to aiding comprehension.  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK  STANDARD / STRAND	CC8W2c	multimedia when useful to aiding comprehension.  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  Writing Standards 6-12
STANDARD / STRAND STRAND / INDICATOR ENDURING UNDERSTANDI	CC8W2c	multimedia when useful to aiding comprehension.  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  Writing Standards 6-12  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective

STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.
UNDERSTANDI	CC8L4a.	
UNDERST ANDI NG		Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in
UNDERST ANDI NG 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.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
BENCHMARK  BENCHMARK  STANDARD /	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.  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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# **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details

CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DE.CC6R I.	Reading Standards for Informational Text 6-12
	Craft and Structure
CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
DE.CC6R I.	Reading Standards for Informational Text 6-12
	Integration of Knowledge and Ideas
CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DE.CC6W	Writing Standards 6-12
	Text Types and Purposes
CC6W2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
CC6W2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
CC6W2a . CC6W2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	CC6RI3.  DE.CC6R I.  CC6RI4.  CC6RI7.

STRAND	DE.CC6W	writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

STANDARD / DE.CC6W Writing Standards 6-12

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST ANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Delaware Standards and Instruction
		Language Arts

Grade <b>7</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas

		Delaware Standards and Instruction
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
STRAND / INDICATOR		Knowledge of Language
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR		Conventions of Standard English
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

### **Language Arts**

STANDARD / STRAND

DE.CC8R Reading Standards for Informational Text 6-12 I.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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.

# Lesson 10: Unit 4 Summarizing a Reference, p. 89-98

# **Delaware Standards and Instruction**

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English

ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Language Arts
		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
	CC7W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
ENDURING UNDERSTANDI NG ENDURING UNDERSTANDI		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD /	CC7W5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC7W5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Writing Standards 6-12
ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND  ENDURING UNDICATOR	CC7W5.  DE.CC7W	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Writing Standards 6-12  Research to Build and Present Knowledge  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
ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND  ENDURING UNDICATOR  ENDURING UNDERSTANDI NG  STANDARD / INDICATOR	DE.CC7W .	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Writing Standards 6-12  Research to Build and Present Knowledge  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.

BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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
	DE.CC8W	Writing Standards 6-12  Production and Distribution of Writing
STRAND /	DE.CC8W	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STRAND / INDICATOR  ENDURING UNDERSTANDING  ENDURING UNDERSTANDING	CC8W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG	CC8W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC8W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Writing Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC8W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  Writing Standards 6-12  Research to Build and Present Knowledge  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

ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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	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
	CC8SL4.	Presentation of Knowledge and Ideas  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.
ENDURING UNDERSTANDI	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,
ENDURING UNDERSTANDI NG STANDARD /		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.
ENDURING UNDERSTANDI NG  STANDARD / STRAND		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.  Language Standards 6-12
ENDURING UNDERSTANDI NG STANDARD / STRAND STRAND ENDURING UNDERSTANDI	DE.CC8L.	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.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	DE.CC8L.	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.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC8L1.	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.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Form and use verbs in the active and passive voice.
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK	CC8L1.  CC8L1b.  CC8L1d.	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.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Form and use verbs in the active and passive voice.  Recognize and correct inappropriate shifts in verb voice and mood.
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK  STANDARD / STRAND  STRAND / STRAND	CC8L1.  CC8L1b.  CC8L1d.	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.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Form and use verbs in the active and passive voice.  Recognize and correct inappropriate shifts in verb voice and mood.  Language Standards 6-12

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	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and

# Lesson 11: Unit 4 Summarizing a Reference, p. 99-106

### **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas

ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
	DE.CC6W	Writing Standards 6-12  Production and Distribution of Writing
STRAND /	DE.CC6W	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI UNDERSTANDI	CC6W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG	CC6W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / INDICATOR  ENDURING UNDERSTANDING  ENDURING UNDERSTANDING  STANDARD / STRAND	CC6W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Writing Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC6W4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Writing Standards 6-12  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Language Standards 6-12  Conventions of Standard English
STRAND /	CC6L1.	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC6L1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC6L1d.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK	CC6L1d. CC6L1e.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK  STANDARD / STRAND	CC6L1d. CC6L1e.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC6L1d.  CC6L1e.  DE.CC6L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization,
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC6L1.  CC6L1d.  CC6L1e.  DE.CC6L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Language Standards 6-12  Vocabulary Acquisition and Use

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S	Speaking and Listening Standards 6-12
OTTAILE	L.	
STRAND / INDICATOR	L.	Presentation of Knowledge and Ideas
STRAND /	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / INDICATOR  ENDURING UNDERSTANDI		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC7L1.  CC7L1b.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  STANDARD / STRAND  STRAND / STRAND	CC7L1.  CC7L1b.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  Language Standards 6-12

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade <b>8</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERST ANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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
DENUNIVARK	0002.4.	inferred meaning in context or in a dictionary).

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.

# Lesson 12: Unit 4 Summarizing a Reference, p. 107-118

# **Delaware Standards and Instruction**

Construction of the Constr		
		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

ENDRING NG         CCSSL1.         Engage effectively in a range of collaborative discussions (one-on-on-on-in groups, and text)           WIDDRESTANDING         CCSSL1.         Engage effectively in a range of collaborative discussions (one-on-on-on-in groups, and text)           BENCHMARK         CCSSL1.         Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and refect on ideas under discussion.           BENCHMARK         CCSSL1.         Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.           BENCHMARK         CCGSL1.         Pose and respond to specific questions with elaboration and deadlines, and define individual roles as needed.           BENCHMARK         CCGSL1.         Review the key ideas expressed and demonstrate understanding of multiple perspectives through refection and paraphrasing.           STANDARD / STRAND         DE.CCSL.         Language Standards 6-12           STRAND / INDICATOR         CCGL1.         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.           BENCHMARK         CCGL1.         Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).           BENCHMARK         CCGL1.         Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.			
a. preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  EENCHMARK CC6SL1 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  EENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  EENCHMARK CC6SL1 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  STANDARD / STRAND  DE.CC6L Language Standards 6-12  STRAND CC6L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  BENCHMARK CC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  BENCHMARK CC6L1d. Recognize variations from standard English in their own and others' writing and speaking, and identity and use strategies to improve expression in conventional language.  STRAND DECC6L Language Standards 6-12  STRAND CC6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  ENDURING UNDERSTAND DECC6L Language Standards 6-12  STRAND OBJECT OF CC6L3. Use punctuation (commas, parentheses, dashes) to set off nomesticitive/parenthetical elements.  STANDARD / STRAND CC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  ENDURING UNDERSTANDING CC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  ENDURING CC6L3. Language Standards 6-12  STRAND DECC6L Language Standards 6-12  STRAND DECC6L Language Standards 6-12	UNDERSTANDI	CC6SL1.	teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
b. as needed.  BENCHMARK CC6SL1 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  BENCHMARK CC6SL1 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  STANDARD / STRAND / INDICATOR  BENDURING UNDERSTANDI CC6L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  BENCHMARK CC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  BENCHMARK CC6L1d. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  STANDARD / STRAND / Conventions of Standard English  ENDURING UNDERSTANDI CC6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK CC6L2a. Use punctuation (commas, parentheses, dashes) to set off nomesticitive/parenthetical elements.  STANDARD / STRAND / NC6L2a. Use punctuation (commas, parentheses, dashes) to set off nomesticitive/parenthetical elements.  STANDARD / STRAND / NC6L3a. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  STANDARD / DECC6L. Language Standards 6-12  STRAND / Vocabulary Acquisition and Use	BENCHMARK		preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
C. contribute to the topic, text, or issue under discussion.  BENCHMARK  CC6SL1  Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  CC6L1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  BENCHMARK  CC6L1.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  BENCHMARK  CC6L1.  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI DE.CC6L.  Language Standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURI	BENCHMARK		
STANDARD / STRAND / S	BENCHMARK		
STRAND / INDICATOR  STRAND / INDICATOR  CC6L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  BENCHMARK CC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  BENCHMARK CC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK CC6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK CC6L2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  CC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / DE.CC6L. Language Standards 6-12  STANDARD / DE.CC6L. Language Standards 6-12  STANDARD / DE.CC6L. Language Standards 6-12  STANDARD / Vocabulary Acquisition and Use	BENCHMARK		
ENDURING UNDERSTANDI NG  ENCHMARK CC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  BENCHMARK CC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  STANDARD / STRAND / STRAND / STRAND CC6L2. Language Standards 6-12  STRAND / INDICATOR CC6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK CC6L2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  STANDARD / STRAND / STR		DE.CC6L.	Language Standards 6-12
When writing or speaking.  BENCHMARK  CC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  BENCHMARK  CC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  STANDARD / STRAND  DE.CC6L. Language Standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK  CC6L2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  STANDARD / STRAND / INDICATOR  ENDURING Use knowledge of Language  ENDURING Use knowledge of language and its conventions when writing, speaking, reading, or UNDERSTANDI NG  BENCHMARK  CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / STRAND / DE.CC6L. Language Standards 6-12  STANDARD / Vocabulary Acquisition and Use			Conventions of Standard English
BENCHMARK  CC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  STANDARD / STRAND / STRAND / STRAND / DE.CC6L.  ENDURING UNDERSTANDI NG  ENCHMARK  CC6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK  CC6L2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  STANDARD / STRAND / STRAND / Nowledge of Language  Knowledge of Language  Knowledge of Language and its conventions when writing, speaking, reading, or listening.  BENCHMARK  CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / STRAND / Vocabulary Acquisition and Use	UNDERSTANDI	CC6L1.	
STANDARD / STRAND / DE.CC6L. Language Standards 6-12  STRAND / DEMONSTRATE Command of the conventions of standard English (CC6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK CC6L2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  Knowledge of Language  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  DE.CC6L. Language Standards 6-12  STANDARD / Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
STRAND / INDICATOR  ENDURING UNDERST ANDI NG  ENDURING UNDERST ANDI NG  ENCHMARK CC6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK CC6L2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  STANDARD / STRAND / INDICATOR  ENDURING UNDERST ANDI NG  ENDURING UNDERST ANDI NG  ENDURING CC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / DE.CC6L. Language Standards 6-12  STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC6L1e.	
ENDURING UNDERSTANDI NG  CC6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  BENCHMARK  CC6L2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  STANDARD / STRAND  DE.CC6L. Language Standards 6-12  Knowledge of Language  ENDURING UNDERSTANDI NG  CC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK  CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / STRAND  DE.CC6L. Language Standards 6-12  STRAND  Vocabulary Acquisition and Use		DE.CC6L.	Language Standards 6-12
BENCHMARK  CC6L2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  BENCHMARK  CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STRAND / STRAND / DE.CC6L. Language Standards 6-12  STANDARD / STRAND / Vocabulary Acquisition and Use			Conventions of Standard English
STANDARD / STRAND  DE.CC6L. Language Standards 6-12  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  CC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK  CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / STRAND  DE.CC6L. Language Standards 6-12  STRAND / Vocabulary Acquisition and Use	UNDERSTANDI	CC6L2.	
STRAND / Knowledge of Language  ENDURING UNDERSTANDI NG  ENDURING CC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / STRAND  DE.CC6L. Language Standards 6-12  STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
ENDURING  CC6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  BENCHMARK  CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / STRAND  DE.CC6L. Language Standards 6-12  STRAND / Vocabulary Acquisition and Use		DE.CC6L.	Language Standards 6-12
UNDERSTANDI NG  BENCHMARK  CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.  STANDARD / STRAND  DE.CC6L. Language Standards 6-12  STRAND / Vocabulary Acquisition and Use			Knowledge of Language
STANDARD / DE.CC6L. Language Standards 6-12 STRAND / Vocabulary Acquisition and Use	UNDERSTANDI	CC6L3.	
STRAND / Vocabulary Acquisition and Use	BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
		DE.CC6L.	Language Standards 6-12
			Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Language Standards 6-12  Vocabulary Acquisition and Use

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12

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STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
ENDURING UNDERSTANDI NG STANDARD /		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG  STANDARD / STRAND		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  STANDARD / STRAND	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  Language Standards 6-12

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade <b>8</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERST ANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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.

# Lesson 13: Unit 5 Writing from Pictures, p. 119-128

# **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
ENDURING UNDERSTANDI NG STANDARD I		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG  STANDARD / STRAND		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12
ENDURING UNDERSTANDI NG  STANDARD I STRAND  STRAND I INDICATOR  ENDURING UNDERSTANDI	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  STANDARD / STRAND  STRAND / STRAND	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  Language Standards 6-12

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade <b>8</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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
	DE.CC8L.	Language Standards 6-12  Vocabulary Acquisition and Use

### Lesson 14: Unit 5 Writing from Pictures, p. 129-138

# **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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
	CC8W10	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI	CC8W10 . DE.CC8S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
ENDURING UNDERSTANDI NG STANDARD /	DE.CC8S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ENDURING UNDERSTANDI NG  STANDARD / STRAND	DE.CC8S	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.  Speaking and Listening Standards 6-12
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC8S L.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  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
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	DE.CC8S L.  CC8SL1.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  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.  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
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	DE.CC8S L.  CC8SL1.  CC8SL1 a.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  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.  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.

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	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.

#### Lesson 15: Unit 5 Writing from Pictures, p. 139-146

# **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
NG		
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
BENCHMARK	a. CC6SL1	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles
BENCHMARK	a.  CC6SL1 b.  CC6SL1	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that
BENCHMARK  BENCHMARK	a.  CC6SL1 b.  CC6SL1 c.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Review the key ideas expressed and demonstrate understanding of multiple perspectives through
BENCHMARK  BENCHMARK  BENCHMARK  STANDARD /	a.  CC6SL1 b.  CC6SL1 c.  CC6SL1 d.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
BENCHMARK  BENCHMARK  BENCHMARK  BENCHMARK  STANDARD / STRAND	a.  CC6SL1 b.  CC6SL1 c.  CC6SL1 d.	preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  Language Standards 6-12

BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND /		Knowledge of Language
INDICATOR		Thomougo of Languago
	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR  ENDURING UNDERSTANDI	CC6L3a.	Use knowledge of language and its conventions when writing, speaking, reading, or
INDICATOR  ENDURING UNDERSTANDI NG		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ENDURING UNDERSTANDI NG BENCHMARK	CC6L3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Vary sentence patterns for meaning, reader/ listener interest, and style.

Grade <b>7</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC7W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC7W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas

ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

Grade <b>8</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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	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
	DE.CC8L.	Language Standards 6-12  Conventions of Standard English
STRAND /	DE.CC8L.	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC8L1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC8L1b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Form and use verbs in the active and passive voice.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK	CC8L1b.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Form and use verbs in the active and passive voice.  Recognize and correct inappropriate shifts in verb voice and mood.

# Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

# **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>				
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12		
STRAND / INDICATOR		Key Ideas and Details		

ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
	CC6W2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR  ENDURING UNDERSTANDI	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
INDICATOR  ENDURING UNDERSTANDI NG		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics
ENDURING UNDERSTANDI NG BENCHMARK	CC6W2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK	CC6W2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

STRAND		writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

STANDARD /

DE.CC6W Writing Standards 6-12

BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK		
	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  Language Standards 6-12
STANDARD /		
STANDARD / STRAND		Language Standards 6-12
STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC6L.	Language Standards 6-12  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or
STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING	DE.CC6L.	Language Standards 6-12  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  STANDARD /	CC6L3a.	Language Standards 6-12  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  STANDARD / STRAND / STRAND	CC6L3a.	Language Standards 6-12  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Vary sentence patterns for meaning, reader/ listener interest, and style.  Language Standards 6-12

BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ST ANDARD /	DE.CC6L.	Language Standards 6-12
STRAND		
STRAND / INDICATOR		Vocabulary Acquisition and Use

#### **Language Arts**

#### Grade 7 - Adopted: 2010 STANDARD / DE.CC7R Reading Standards for Informational Text 6-12 **STRAND** 1. STRAND / Key Ideas and Details INDICATOR **ENDURING** CC7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well UNDERSTANDI as inferences drawn from the text. NG **ENDURING** CC7RI3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). UNDERSTANDI NG STANDARD / DE.CC7R Reading Standards for Informational Text 6-12 **STRAND** STRAND / Craft and Structure **INDICATOR ENDURING** CC7RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, UNDERSTANDI connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. STANDARD / DE.CC7W Writing Standards 6-12 **STRAND** STRAND / **Text Types and Purposes** INDICATOR **ENDURING** CC7W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and **UNDERSTANDI** information through the selection, organization, and analysis of relevant content. NG BENCHMARK CC7W2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include

comprehension.

formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding

BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
UNDERSTANDI	CC7W8.	assess the credibility and accuracy of each source; and quote or paraphrase the data and
UNDERSTANDI NG STANDARD /		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.
UNDERSTANDI NG STANDARD / STRAND		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.  Writing Standards 6-12
UNDERSTANDI NG  STANDARD I STRAND  STRAND I INDICATOR  ENDURING UNDERSTANDI	DE.CC7W	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.  Writing Standards 6-12  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and
UNDERSTANDI NG  STANDARD I STRAND  STRAND I INDICATOR  ENDURING UNDERSTANDI NG	DE.CC7W	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.  Writing Standards 6-12  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant
UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC7W9b	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.  Writing Standards 6-12  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.

# Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

# **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Conventions of Standard English
STRAND /	CC6L1.	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR  ENDURING UNDERSTANDING	CC6L1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC6L1d.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK	CC6L1d. CC6L1d.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK  STANDARD / STRAND	CC6L1d. CC6L1d.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC6L1d.  CC6L1e.  DE.CC6L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization,

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade <b>7</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD /	DE CC7W	Writing Standards 6-12
STRAND	DE.CC7W	witting Standards 0-12
	DE.CC7W	Research to Build and Present Knowledge
STRAND /	CC7W8.	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Research to Build and Present Knowledge  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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC7W8.	Research to Build and Present Knowledge  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.

ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Delaware Standards and Instruction

Grade 8 - Adopted: 2010			
DE.CC8R I.	Reading Standards for Informational Text 6-12		
	Key Ideas and Details		
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.		
DE.CC8R I.	Reading Standards for Informational Text 6-12		
	Craft and Structure		
	CC8RI1.		

ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	CC8L1b.	Form and use verbs in the active and passive voice.  Recognize and correct inappropriate shifts in verb voice and mood.

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.

# Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

# **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND /		Comprehension and Callahoustian
INDICATOR		Comprehension and Collaboration
	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR  ENDURING UNDERSTANDI	CC6SL1 a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
INDICATOR  ENDURING UNDERSTANDI NG	CC6SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under
ENDURING UNDERSTANDI NG BENCHMARK	CC6SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles
ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK	CC6SL1 b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that
ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK	CC6SL1 b.  CC6SL1 c.  CC6SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Review the key ideas expressed and demonstrate understanding of multiple perspectives through
ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK  BENCHMARK  BENCHMARK	CC6SL1 b.  CC6SL1 c.  CC6SL1 d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK  BENCHMARK  BENCHMARK  STANDARD / STRAND	CC6SL1 b.  CC6SL1 c.  CC6SL1 d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  Language Standards 6-12

BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Delaware Standards and Instruction
		Language Arts
		Grade <b>7</b> - Adopted: <b>2010</b>

Grade <b>7</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC7W9b	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas

		Delaware Standards and Instruction
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
STRAND / INDICATOR		Vocabulary Acquisition and Use
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
STRAND / INDICATOR		Knowledge of Language
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR		Conventions of Standard English
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

# **Language Arts**

STANDARD / STRAND

DE.CC8R Reading Standards for Informational Text 6-12 I.

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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.

# Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

# **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>				
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12		
STRAND / INDICATOR		Key Ideas and Details		
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		

STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERST ANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERST ANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC6L6.

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

# **Delaware Standards and Instruction**

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or
		explanation presented.
STANDARD / STRAND .	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND .	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI	CC7W7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
NG		
NG ENDURING UNDERSTANDI	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ENDURING UNDERSTANDI NG	CC7W8.	assess the credibility and accuracy of each source; and quote or paraphrase the data and
ENDURING UNDERSTANDI NG STANDARD /		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.
ENDURING UNDERSTANDI NG  STANDARD / STRAND .  STRAND / INDICATOR		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.  Writing Standards 6-12
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND .  STRAND .  ENDURING UNDERSTANDI	DE.CC7W	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.  Writing Standards 6-12  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND .  STRAND .  ENDURING UNDERSTANDI NG  BENCHMARK	DE.CC7W	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.  Writing Standards 6-12  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC7W9b	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.  Writing Standards 6-12  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  STANDARD / STRAND .	CC7W9b	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.  Writing Standards 6-12  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").  Writing Standards 6-12
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND  ENDURING UNDERSTANDI NG  BENCHMARK  STANDARD / STRAND   STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STANDARD / STANDARD /	DE.CC7W9.  CC7W9b .	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.  Writing Standards 6-12  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").  Writing Standards 6-12  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ST ANDARD /	DE.CC7L.	Language Standards 6-12
STRAND		
STRAND / INDICATOR		Vocabulary Acquisition and Use

Grade 8 - Adopted: 2010			
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

BENCHMARK	CC8SL1	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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# **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
UNDERSTANDI	CC6L1d.	
UNDERST ANDI NG		when writing or speaking.
UNDERST ANDI NG BENCHMARK	CC6L1d.	when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and
BENCHMARK  BENCHMARK  STANDARD /	CC6L1d.	When writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
BENCHMARK  BENCHMARK  STANDARD / STRAND	CC6L1d.	when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12
BENCHMARK  BENCHMARK  BENCHMARK  STANDARD / STRAND  STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC6L1d.  CC6L1e.  DE.CC6L.	when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or
BENCHMARK  BENCHMARK  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING	CC6L1d.  CC6L1e.  DE.CC6L.	when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ENDURING UNDERSTANDI NG CC6L6.

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

#### **Delaware Standards and Instruction**

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

		Grade <b>8</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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 UNDERST ANDI 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	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.

## Lesson 21: Unit 7 Inventive Writing, p. 203-212

# **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English

ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.

ST ANDARD / ST RAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
	DE.CC7L.	Language Standards 6-12  Knowledge of Language
STRAND /	DE.CC7L.	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Knowledge of Language  Use Knowledge of Language and its conventions when writing, speaking, reading, or
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC7L3.	Knowledge of Language  Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.  Choose language that expresses ideas precisely and concisely, recognizing and eliminating
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  STANDARD / STRAND	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  Language Standards 6-12

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 /		Vocabulary Acquisition and Use
INDICATOR		

# Lesson 22: Unit 7 Inventive Writing, p. 213-220

## **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism
140		and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STANDARD /	DE.CC6W	
STANDARD / STRAND	DE.CC6W  CC6W10	Writing Standards 6-12
STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI		Writing Standards 6-12  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	CC6W10	Writing Standards 6-12  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Language Arts**

Grade **7** - Adopted: **2010** 

STANDARD / STRAND

DE.CC7W Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDI NG CC7L6.

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

## **Delaware Standards and Instruction**

		Grade <b>8</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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.

# Lesson 23: Unit 7 Inventive Writing, p. 221-228

# **Delaware Standards and Instruction**

		Grade 6 - Adopted: 2010
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language

ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade <b>8</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	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.

CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DE.CC8W	Writing Standards 6-12
	Production and Distribution of Writing
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.)
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.
DE.CC8W	Writing Standards 6-12
	Research to Build and Present Knowledge
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.
DE.CC8W	Writing Standards 6-12
	Range of Writing
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.
DE.CC8S L.	Speaking and Listening Standards 6-12
	Comprehension and Collaboration
CC8SL1.	Comprehension and Collaboration  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.
	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
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.  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
CC8SL1 a.	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.  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.  Follow rules for collegial discussions and decision-making, track progress toward specific goals
	DE.CC8W CC8W5.  DE.CC8W CC8W8.  CC8W10

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	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**

Grade <b>6</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.

BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to

Grade <b>7</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	CC7SL1	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	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		Delaware Standards and Instruction

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes

ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 /	DE.CC8L.	Language Standards 6-12
STRAND	<i>D</i> 2.0002.	
STRAND / INDICATOR	32.0002.	Conventions of Standard English
STRAND /	CC8L1.	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC8L1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC8L1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC8L1a.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  Form and use verbs in the active and passive voice.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK  BENCHMARK	CC8L1a.  CC8L1b.  CC8L1d.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  Form and use verbs in the active and passive voice.  Recognize and correct inappropriate shifts in verb voice and mood.

## Lesson 25: Unit 8 Formal Essay Models, p. 239-248

### **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
	DE.CC6L.	Language Standards 6-12  Conventions of Standard English
STRAND /	DE.CC6L.	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / STRAND / INDICATOR ENDURING UNDERSTANDI NG	CC6L1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK	CC6L1d.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK	CC6L1d. CC6L1e.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / INDICATOR  ENDURING UNDERSTANDING  BENCHMARK  BENCHMARK  STANDARD / STRAND	CC6L1d. CC6L1e.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	CC6L1d.  CC6L1e.  DE.CC6L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC6L1d.  CC6L1d.  CC6L1e.  CC6L3.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  Language Standards 6-12  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ENDURING UNDERSTANDI NG CC6L6.

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

## **Delaware Standards and Instruction**

Grade <b>7</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language

ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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		
	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		that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas
BENCHMARK	a.	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions and decision-making, track progress toward specific goals
	a.  CC8SL1 b.  CC8SL1	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  Pose questions that connect the ideas of several speakers and respond to others' questions and
BENCHMARK	a.  CC8SL1 b.  CC8SL1 c.  CC8SL1	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  Acknowledge new information expressed by others, and, when warranted, qualify or justify their
BENCHMARK  BENCHMARK  STANDARD /	a.  CC8SL1 b.  CC8SL1 c.  CC8SL1 d.	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  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 UNDERSTANDI NG	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 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.

# Lesson 26: Unit 8 Formal Essay Models, p. 249-260

# **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>			
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
ENDURING UNDERSTANDI NG	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
ENDURING UNDERSTANDI NG	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12	
STRAND / INDICATOR		Craft and Structure	

ENDURING UNDERSTANDI NG	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge

ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade <b>7</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
STANDARD / STRAND	DE.CC7R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure

ENDURING UNDERSTANDI NG	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERST ANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language

ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 /		Text Types and Purposes
INDICATOR		Text Types and Fulposes
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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 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

# Lesson 27: Unit 8 Formal Essay Models, p. 2601-266

## **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD /	DE.CC6W	Writing Standards 6-12
STRAND	•	
STRAND / INDICATOR	•	Range of Writing
STRAND /	CC6W10	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / INDICATOR  ENDURING UNDERSTANDI	CC6W10 . DE.CC6S	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
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	DE.CC6S	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.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	DE.CC6S	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.  Speaking and Listening Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC6S L.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	DE.CC6S L.  CC6SL1.	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.  Speaking and Listening Standards 6-12  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade <b>7</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDI NG	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Language Arts**

Grade **8** - Adopted: **2010** 

STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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
		Language Standards 0-12
STRAND / INDICATOR		Conventions of Standard English
	CC8L1.	
INDICATOR  ENDURING UNDERSTANDI	CC8L1a.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
INDICATOR  ENDURING UNDERSTANDI NG		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in
ENDURING UNDERSTANDI NG BENCHMARK	CC8L1a.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
ENDURING UNDERSTANDI NG  BENCHMARK  BENCHMARK	CC8L1a.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  Form and use verbs in the active and passive voice.

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.

### Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

#### **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.			
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12			
STRAND / INDICATOR		Production and Distribution of Writing			
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12			
STRAND / INDICATOR		Research to Build and Present Knowledge			
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12			
STRAND / INDICATOR		Range of Writing			
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, an audiences.			
STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12			
STRAND / INDICATOR		Comprehension and Collaboration			
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
BENCHMARK	CC6SL1	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.			

BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Language Arts** 

Grade **7** - Adopted: **2010** 

STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD /	DE.CC7W	Writing	Standards 6-12
STRAND			

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
	d.	
STANDARD / STRAND	DE.CC7S	Speaking and Listening Standards 6-12
	DE.CC7S	Speaking and Listening Standards 6-12  Presentation of Knowledge and Ideas
STRAND /	DE.CC7S	
STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC7S L.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD /	DE.CC7S L.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND	DE.CC7S L.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC7S L.  CC7SL4.  DE.CC7L.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	DE.CC7S L.  CC7SL4.  DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal

ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010			
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12	
STRAND / INDICATOR		Key Ideas and Details	
ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC8RL1 0.	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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.
UNDERSTANDI	CC8SL4.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
UNDERSTANDI NG STANDARD /		relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
UNDERSTANDI NG STANDARD / STRAND		relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12
UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC8L.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
UNDERSTANDI NG  STANDARD I STRAND  STRAND I INDICATOR  ENDURING UNDERSTANDI NG	DE.CC8L.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in
UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC8L1.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC8L1a.	relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  Form and use verbs in the active and passive voice.

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
0.7	DE.CC8L.	Language Standards 6-12  Vocabulary Acquisition and Use

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# **Delaware Standards and Instruction**

		Grade <b>6</b> - Adopted: <b>2010</b>
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
	DE.CC6W	Writing Standards 6-12  Research to Build and Present Knowledge
STRAND /	DE.CC6W	
STRAND / INDICATOR  ENDURING UNDERSTANDI		Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI UNDERSTANDI	. CC6W7.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism
STRAND / INDICATOR  ENDURING UNDERSTANDING  ENDURING UNDERSTANDING  STANDARD /	. CC6W7.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / STRAND	. CC6W7.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  Writing Standards 6-12
STRAND / INDICATOR  ENDURING UNDERSTANDI NG  ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	CC6W7.	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  Writing Standards 6-12  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
STRAND / INDICATOR  ENDURING UNDERSTANDING  ENDURING UNDERSTANDING  STANDARD / STRAND / INDICATOR  ENDURING UNDERSTANDING  STANDARD / INDICATOR	CC6W7.  CC6W8.  DE.CC6W  CC6W10  DE.CC6S	Research to Build and Present Knowledge  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  Writing Standards 6-12  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
BENCHMARK	CC6L3b.	Maintain consistency in style and tone.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
	CC7SL4.	Presentation of Knowledge and Ideas  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
ENDURING UNDERSTANDI NG STANDARD I		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ENDURING UNDERSTANDI NG  STANDARD / STRAND		Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG	DE.CC7L.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ENDURING UNDERSTANDI NG  STANDARD / STRAND  STRAND / INDICATOR  ENDURING UNDERSTANDI NG  BENCHMARK  STANDARD / STRAND  STRAND / STRAND	CC7L1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  Language Standards 6-12  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  Language Standards 6-12

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

		Grade 8 - Adopted: 2010
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC8RL1 0.	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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	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
	DE.CC8L.	Language Standards 6-12  Vocabulary Acquisition and Use

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### **Delaware Standards and Instruction**

Grade <b>6</b> - Adopted: <b>2010</b>		
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDI NG	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDI NG	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND	L.	Reduing Standards for Enteractive 0.12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC6RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDI NG	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDI NG	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DE.CC6R Reading Standards for Literature 6-12

STANDARD /

STANDARD / STRAND	DE.CC6S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 - Adopted: 2010		
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDI NG	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDI NG	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
STANDARD / STRAND	DE.CC7R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDI NG	CC7RL1 0.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDI NG	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing

ENDURING UNDERSTANDI NG	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDI NG	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDI NG	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDI NG	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDI NG	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC7SL1 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	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC7SL1 c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
BENCHMARK	CC7SL1	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with

STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDI NG	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDI NG	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDI NG	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 - Adopted: 2010		
STANDARD / STRAND	DE.CC8R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details

ENDURING UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	CC8RL1 0.	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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 UNDERSTANDI NG	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	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	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 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.