

# 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

### Language Arts

Grade 6 - Adopted: 2010

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

#### STANDARD / STRAND / INDICATOR Key Ideas and Details

ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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ENDURING UNDERSTANDING	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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ENDURING UNDERSTANDING	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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#### STANDARD / STRAND DE.CC6RI. Reading Standards for Informational Text 6-12

#### STANDARD / STRAND / INDICATOR Craft and Structure

ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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#### STANDARD / STRAND DE.CC6RI. Reading Standards for Informational Text 6-12

#### STANDARD / STRAND / INDICATOR Integration of Knowledge and Ideas

ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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#### STANDARD / STRAND DE.CC6W. Writing Standards 6-12

#### STANDARD / STRAND / INDICATOR Production and Distribution of Writing

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

ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Delaware Standards and Instruction		
Language Arts		
Grade 7 - Adopted: 2010		

  

STANDARD / STRAND	DE.CC7RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

  

STANDARD / STRAND	DE.CC7RI.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

  

STANDARD / STRAND	DE.CC7W.	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

  

STANDARD / STRAND	DE.CC7SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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 8 - Adopted: 2010

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>STANDARD / STRAND</b>	<b>DE.CC8S</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / STRAND**      **DE.CC8L.**      **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**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
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ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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ENDURING UNDERSTANDING	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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ENDURING UNDERSTANDING	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**STANDARD / STRAND**      **DE.CC6R**      **Reading Standards for Informational Text 6-12**

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

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK      CC6W9b      Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

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

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING      CC6W10      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

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

BENCHMARK      CC6SL1 c.      Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

BENCHMARK      CC6SL1 d.      Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

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

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

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



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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

#### Grade 7 - Adopted: 2010

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

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

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

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

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

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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 UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	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
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ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC7S**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	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.
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BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD / STRAND**      **DE.CC7S**      **Speaking and Listening Standards 6-12**

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

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

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

## Delaware Standards and Instruction

### Language Arts

#### Grade 8 - Adopted: 2010

STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
STANDARD / STRAND	DE.CC8W .	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a .	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b .	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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

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

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## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

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

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

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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



BENCHMARK	CC6SL1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**STANDARD / STRAND**      **DE.CC7W**      **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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BENCHMARK	CC7W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC7W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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BENCHMARK	CC7W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD / STRAND**      **DE.CC7W**      **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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
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ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STANDARD / STRAND**      **DE.CC7L.**      **Language Standards 6-12**

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

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

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

### Language Arts

Grade 8 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD / STRAND</b>	<b>DE.CC8RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

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

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

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

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

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

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

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

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

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

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**Delaware Standards and Instruction**

**Language Arts**

**Grade 6 - Adopted: 2010**

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**STANDARD / STRAND**      **DE.CC6RI. Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD / STRAND**      **DE.CC6W. Writing Standards 6-12**

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **DE.CC6L.**      **Language Standards 6-12**

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

BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STANDARD / STRAND**      **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

#### Grade 7 - Adopted: 2010

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

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

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

ENDURING UNDERSTANDING	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 UNDERSTANDING	CC7W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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 UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

#### Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8RI1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8RI4.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC8W .</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>

ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8SL	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

<b>ENDURING UNDERSTANDING</b>	<b>CC8SL1.</b>	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8SL.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

ENDURING UNDERSTANDING	CC.8L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC.6RL.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC.6RL.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC.6RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC.6RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6R L.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC.6RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	DE.CC6W .	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC.6W.3.	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
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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.)
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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		Range of Writing
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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.
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**STANDARD /  
STRAND**

**DE.CC6S Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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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.
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BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **DE.CC6L. Language Standards 6-12**

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

BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STANDARD / STRAND**      **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>STANDARD / STRAND</b>	<b>DE.CC7RL.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC7RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / STRAND</b>	<b>DE.CC7W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W.</b>	<b>Writing Standards 6-12</b>

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD / STRAND</b>	<b>DE.CC8R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>DE.CC8W .</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

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

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

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

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

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

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

**Delaware Standards and Instruction**

**Language Arts**

Grade 6 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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

STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC6RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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



STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

BENCHMARK	CC6W3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
BENCHMARK	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
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC6W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

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

ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

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

ENDURING UNDERSTANDING	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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#### STANDARD / STRAND DE.CC7R L. Reading Standards for Literature 6-12

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

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC7W3.	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.
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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.
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BENCHMARK	CC7W3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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#### STANDARD / STRAND DE.CC7W . Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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

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

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

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

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

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

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

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

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

## Delaware Standards and Instruction

### Language Arts

Grade 8 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD / STRAND</b>	<b>DE.CC8RL.</b>	<b>Reading Standards for Literature 6-12</b>
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8RL.</b>	<b>Reading Standards for Literature 6-12</b>
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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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.
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BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / STRAND**      **DE.CC8L.**      **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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BENCHMARK	CC8L5b.	Use the relationship between particular words to better understand each of the words.
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**STANDARD / STRAND**      **DE.CC8L.**      **Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
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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

### Language Arts

Grade 6 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDI NG	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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ENDURING 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.
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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.
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#### STANDARD / STRAND DE.CC6R L. Reading Standards for Literature 6-12

STRAND / INDICATOR		Craft and Structure
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ENDURING 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.
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#### STANDARD / STRAND DE.CC6R L. Reading Standards for Literature 6-12

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDI NG	CC6RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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#### STANDARD / STRAND DE.CC6W . Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDI NG	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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BENCHMARK	CC6W3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	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 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 UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

BENCHMARK      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 UNDERSTANDING	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>STANDARD / STRAND</b>	<b>DE.CC7RL.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC7RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / STRAND</b>	<b>DE.CC7W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W.</b>	<b>Writing Standards 6-12</b>

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

Grade 8 - Adopted: 2010

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

ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC8W2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC8W3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

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



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

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

BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / STRAND**      **DE.CC8L. Language Standards 6-12**

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

**Language Arts**

Grade 6 - Adopted: 2010

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

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>STANDARD / STRAND</b>	<b>DE.CC6RL.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC6RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC6W3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
BENCHMARK	CC6W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC6W3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC6W3e.	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC6W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC7R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
ENDURING UNDERSTANDING	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>STANDARD / STRAND</b>	<b>DE.CC7R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC7RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / STRAND</b>	<b>DE.CC7W .</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W .</b>	<b>Writing Standards 6-12</b>

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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 UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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

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

### Language Arts

Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8R L.</b>	<b>Reading Standards for Literature 6-12</b>
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STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD / STRAND</b>	<b>DE.CC8RL.</b>	<b>Reading Standards for Literature 6-12</b>
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8RL.</b>	<b>Reading Standards for Literature 6-12</b>
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
BENCHMARK	CC8W3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
BENCHMARK	CC8W3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

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

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

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

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

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



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

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

<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
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STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **DE.CC6L. Language Standards 6-12**

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

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

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	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).
<b>STANDARD / STRAND</b>	<b>DE.CC7RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

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

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

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	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.
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BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD / STRAND**      **DE.CC7S**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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

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

### Language Arts

Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
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STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD / STRAND</b>	<b>DE.CC8RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>



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

BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

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

## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

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

ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

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

ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
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STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
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STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Delaware Standards and Instruction

### Language Arts

#### Grade 7 - Adopted: 2010

STANDARD / STRAND	DE.CC7RI.	Reading Standards for Informational Text 6-12
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STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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ENDURING UNDERSTANDING	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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STANDARD / STRAND	DE.CC7RI.	Reading Standards for Informational Text 6-12
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STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**STANDARD / STRAND**      **DE.CC7W**      **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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 UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

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

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

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

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

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

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

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

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

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

## Delaware Standards and Instruction

### Language Arts

Grade 8 - Adopted: 2010

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

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

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>

ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

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

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

**Delaware Standards and Instruction**

**Language Arts**

Grade 6 - Adopted: 2010

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

ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>

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

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

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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 UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

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

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.



BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

#### Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8RI1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8RI4.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC8W .</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>

ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8SL.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

<b>ENDURING UNDERSTANDING</b>	<b>CC8SL1.</b>	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8SL.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC.8L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC.6RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC.6RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC.6RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

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

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

STRAND / INDICATOR		Integration of Knowledge and Ideas
ENDURING UNDERSTANDING	CC.6RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### STANDARD / STRAND DE.CC.6W.1. Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC.6W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

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

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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 UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

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

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	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 UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

#### Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8RI1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8RI4.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC8W .</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>

ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / STRAND	DE.CC8W	Writing Standards 6-12
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC8SL	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration

<b>ENDURING UNDERSTANDING</b>	<b>CC8SL1.</b>	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8SL.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8L4.</b>	<b>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.</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC.8.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

#### STANDARD / STRAND DE.CC.6.W Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC.6.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

BENCHMARK	CC.6.W.3a.	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	CC.6.W.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
BENCHMARK	CC.6.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
BENCHMARK	CC.6.W.3e.	Provide a conclusion that follows from the narrated experiences or events.

#### STANDARD / STRAND DE.CC.6.W Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC.6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC.6.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### STANDARD / STRAND DE.CC.6.W Writing Standards 6-12

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC.6.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

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

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

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

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD / STRAND**      **DE.CC7W Writing Standards 6-12**

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

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.



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

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

### Language Arts

Grade 8 - Adopted: 2010

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

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

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

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

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
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BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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STANDARD / STRAND	DE.CC8L.	Language Standards 6-12
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STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 14: Unit 5 Writing from Pictures, p. 129-138

Delaware Standards and Instruction

Language Arts  
Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
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STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

BENCHMARK	CC6W3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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BENCHMARK	CC6W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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BENCHMARK	CC6W3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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BENCHMARK	CC6W3e.	Provide a conclusion that follows from the narrated experiences or events.
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STANDARD / STRAND	DE.CC6W	Writing Standards 6-12
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7W4.</b>	<b>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.)</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7W5.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC7W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	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 UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

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

### Language Arts

Grade 8 - Adopted: 2010

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

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

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

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

BENCHMARK	CC8W3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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BENCHMARK	CC8W3e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.



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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 15: Unit 5 Writing from Pictures, p. 139-146

**Delaware Standards and Instruction**

**Language Arts**

**Grade 6 - Adopted: 2010**

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

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC6W3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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BENCHMARK	CC6W3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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BENCHMARK	CC6W3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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BENCHMARK	CC6W3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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BENCHMARK	CC6W3e	Provide a conclusion that follows from the narrated experiences or events.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>

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

ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC7L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	CC7L3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

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

### Language Arts

#### Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC8W2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
BENCHMARK	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.
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BENCHMARK	CC8W2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8W3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8W4.</b>	<b>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.)</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8W5.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8W8.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8W10</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC8S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8SL1.</b>	<b>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.</b>

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**

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

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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ENDURING UNDERSTANDING      CC8L1.      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK      CC8L1b.      Form and use verbs in the active and passive voice.

BENCHMARK      CC8L1d.      Recognize and correct inappropriate shifts in verb voice and mood.

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

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

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

**Delaware Standards and Instruction**

**Language Arts**

Grade 6 - Adopted: 2010

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

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>DE.CC6W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.



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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

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

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

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

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

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

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

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

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

BENCHMARK	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.
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BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD / STRAND**      **DE.CC7S L.**      **Speaking and Listening Standards 6-12**

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD / STRAND**      **DE.CC7L.**      **Language Standards 6-12**

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

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

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
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STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Delaware Standards and Instruction

### Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
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STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD / STRAND	DE.CC8R I.	Reading Standards for Informational Text 6-12
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STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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STANDARD / STRAND	DE.CC8W .	Writing Standards 6-12
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STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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BENCHMARK	CC8W2a .	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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



ENDURING UNDERSTANDING	CC.8L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Delaware Standards and Instruction**

**Language Arts**

Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC.6R.1.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
ENDURING UNDERSTANDING	CC.6RI.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC.6RI.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC.6RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>STANDARD / STRAND</b>	<b>DE.CC.6R.1.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC.6RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC.6R.1.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC.6RI.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>DE.CC.6W.1.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC.6W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC6SL**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **DE.CC6L.**      **Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**STANDARD / STRAND**      **DE.CC6L.**      **Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC6L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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**STANDARD / STRAND**      **DE.CC6L.**      **Language Standards 6-12**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

ENDURING UNDERSTANDING	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 UNDERSTANDING	CC7W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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 UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

## Delaware Standards and Instruction

### Language Arts

Grade 8 - Adopted: 2010

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

ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC8W2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



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

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

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

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

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

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

BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
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STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC6R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
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STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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ENDURING UNDERSTANDING	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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ENDURING UNDERSTANDING	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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<b>STANDARD / STRAND</b>	<b>DE.CC6R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
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STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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**STANDARD / STRAND**      **DE.CC6RI**      **Reading Standards for Informational Text 6-12**

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

BENCHMARK	CC6L2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

#### Grade 7 - Adopted: 2010

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

ENDURING UNDERSTANDING	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>STANDARD / STRAND</b>	<b>DE.CC7RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC7RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

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

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

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	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.
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BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD / STRAND**      **DE.CC7S L.**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Presentation of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	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.
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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

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

### Language Arts

Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
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STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD / STRAND</b>	<b>DE.CC8RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
BENCHMARK	CC8W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC8W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Conventions of Standard English

ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC8L4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Delaware Standards and Instruction**

**Language Arts**

Grade 6 - Adopted: 2010

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

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

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

STRAND / INDICATOR		Integration of Knowledge and Ideas
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ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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BENCHMARK	CC6W9b	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**STANDARD / STRAND**      **DE.CC6L. Language Standards 6-12**

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

BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	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.
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**STANDARD / STRAND**      **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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**STANDARD / STRAND**      **DE.CC6L. Language Standards 6-12**

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

#### STANDARD / STRAND DE.CC7RI. Reading Standards for Informational Text 6-12

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC7RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDING	CC7RI3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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#### STANDARD / STRAND DE.CC7RI. Reading Standards for Informational Text 6-12

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

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

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

BENCHMARK	CC7W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC7W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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BENCHMARK	CC7W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	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").
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>



<b>ENDURING UNDERSTANDING</b>	<b>CC7SL1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC7SL.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

BENCHMARK	CC7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC7L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>DE.CC7L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC7L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8R</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD / STRAND</b>	<b>DE.CC8R</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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).
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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 20: Unit 7 Inventive Writing, p. 195-202

## Language Arts

### Grade 6 - Adopted: 2010

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

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

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

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC6SL</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

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

BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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#### STANDARD / STRAND DE.CC7W Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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#### STANDARD / STRAND DE.CC7W Writing Standards 6-12

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC7L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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 UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STANDARD / STRAND**      **DE.CC7L. Language Standards 6-12**

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

### Language Arts

Grade 8 - Adopted: 2010

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

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

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

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK      CC8L1b.      Form and use verbs in the active and passive voice.

BENCHMARK      CC8L1d.      Recognize and correct inappropriate shifts in verb voice and mood.

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

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

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

**Delaware Standards and Instruction**

**Language Arts**

Grade 6 - Adopted: 2010

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK      CC6W2a.      Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

BENCHMARK      CC6W2c.      Use appropriate transitions to clarify the relationships among ideas and concepts.

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

BENCHMARK      CC6W2f.      Provide a concluding statement or section that follows from the information or explanation presented.

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

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

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

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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
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ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**STANDARD / STRAND**      **DE.CC7L.**      **Language Standards 6-12**

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD / STRAND**      **DE.CC7L.**      **Language Standards 6-12**

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

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

### Language Arts

Grade 8 - Adopted: 2010

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

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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BENCHMARK	CC8W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC8W2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>

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

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

<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
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STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
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STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.



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

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

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

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

<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC8L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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BENCHMARK      CC8L1b.      Form and use verbs in the active and passive voice.

BENCHMARK      CC8L1d.      Recognize and correct inappropriate shifts in verb voice and mood.

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

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

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

**Delaware Standards and Instruction**

**Language Arts**

Grade 6 - Adopted: 2010

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

<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC6W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC6SL1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>

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

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

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

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

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

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

BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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BENCHMARK	CC7W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
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STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
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STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
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STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND	DE.CC7S L.	Speaking and Listening Standards 6-12
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<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7SL1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC7SL.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7SL4.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC7L3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

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

### Language Arts

Grade 8 - Adopted: 2010

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

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

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

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

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

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

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

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

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC.8L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Delaware Standards and Instruction

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND DE.CC.6W Writing Standards 6-12

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC.6W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC.6W.2a	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	CC.6W.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC.6W.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC.6W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC.6W.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

STANDARD / STRAND DE.CC.6W Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC.6W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC.6W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / STRAND DE.CC.6W Writing Standards 6-12



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

ENDURING UNDERSTANDING	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
STANDARD / STRAND	DE.CC6L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

STANDARD / STRAND	DE.CC7W	Writing Standards 6-12
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	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 UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

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

BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD / STRAND**      **DE.CC7L.**      **Language Standards 6-12**

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

BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**STANDARD / STRAND**      **DE.CC7L.**      **Language Standards 6-12**

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

### Language Arts

Grade 8 - Adopted: 2010

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

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

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

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 24: Unit 7 Inventive Writing, p. 229-238

**Delaware Standards and Instruction**

**Language Arts**

**Grade 6 - Adopted: 2010**

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

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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BENCHMARK	CC6W2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC6W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC6W2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

BENCHMARK	CC6SL1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

#### Grade 7 - Adopted: 2010

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



BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8W .</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC8W2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

<b>ENDURING UNDERSTANDING</b>	<b>CC8SL1.</b>	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8SL.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC8L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

BENCHMARK	CC6W2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC6W2c	Use appropriate transitions to clarify the relationships among ideas and concepts.
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BENCHMARK	CC6W2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC6W2f	Provide a concluding statement or section that follows from the information or explanation presented.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STANDARD / STRAND**      **DE.CC6W**      **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC6S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
BENCHMARK	CC6SL1 d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC6L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Knowledge of Language
ENDURING UNDERSTANDING	CC6L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Vocabulary Acquisition and Use

ENDURING UNDERSTANDING	CC6L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

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

BENCHMARK	CC7W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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BENCHMARK	CC7W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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BENCHMARK	CC7W2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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BENCHMARK	CC7W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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BENCHMARK	CC7W2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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#### STANDARD / STRAND DE.CC7W Writing Standards 6-12

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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#### STANDARD / STRAND DE.CC7W Writing Standards 6-12

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

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

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	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.
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BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD / STRAND**      **DE.CC7S**      **Speaking and Listening Standards 6-12**

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD / STRAND**      **DE.CC7L.**      **Language Standards 6-12**

STRAND / INDICATOR		Knowledge of Language
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ENDURING UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	DE.CC7L.	Language Standards 6-12
STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	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 8 - Adopted: 2010

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

ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC8SL1.	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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

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

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

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## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC6RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC6RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
<b>STANDARD / STRAND</b>	<b>DE.CC6RI.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC6RI7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC6W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC6W2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
BENCHMARK	CC6W2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
BENCHMARK	CC6W2f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>

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

<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK CC6L3a. Vary sentence patterns for meaning, reader/ listener interest, and style.

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

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

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

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

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

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

**STANDARD / STRAND** **DE.CC7R.1. Reading Standards for Informational Text 6-12**

<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
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ENDURING UNDERSTANDING CC7RI1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ENDURING UNDERSTANDING 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.1. Reading Standards for Informational Text 6-12**

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

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

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

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	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.
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BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD / STRAND**      **DE.CC7S**      **Speaking and Listening Standards 6-12**

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD / STRAND**      **DE.CC7L.**      **Language Standards 6-12**

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

## Delaware Standards and Instruction

### Language Arts

Grade 8 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
ENDURING UNDERSTANDING	CC8RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD / STRAND</b>	<b>DE.CC8R I.</b>	<b>Reading Standards for Informational Text 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC8RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W .</b>	<b>Writing Standards 6-12</b>

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

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

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

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

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

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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

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

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

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

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

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

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

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

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

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## Delaware Standards and Instruction

### Language Arts

Grade 6 - Adopted: 2010

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

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC6SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	CC6SL1 a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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BENCHMARK	CC6SL1 b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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BENCHMARK	CC6SL1 c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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BENCHMARK	CC6SL1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
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<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

#### Grade 7 - Adopted: 2010

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

BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDI NG	CC7L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDI NG	CC7L3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>STANDARD / STRAND</b>	<b>DE.CC7L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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 8 - Adopted: 2010



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

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

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

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

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

STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8SL</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC8SL1.	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8SL</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC8L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

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

### Language Arts

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

BENCHMARK	CC6SL1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC6L1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
BENCHMARK	CC6L1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC6L3a.	Vary sentence patterns for meaning, reader/ listener interest, and style.
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK	CC6L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / STRAND</b>	<b>DE.CC6L.</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>ENDURING UNDERSTANDING</b>	<b>CC6L6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

**STANDARD / STRAND**      **DE.CC7RL**      **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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ENDURING UNDERSTANDING	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**STANDARD / STRAND**      **DE.CC7RL**      **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC7RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / STRAND**      **DE.CC7W**      **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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BENCHMARK	CC7W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STANDARD / STRAND**      **DE.CC7W**      **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD / STRAND**      **DE.CC7W**      **Writing Standards 6-12**

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

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

STRAND / INDICATOR		Comprehension and Collaboration
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ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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BENCHMARK	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.
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BENCHMARK	CC7SL1 b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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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.
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BENCHMARK	CC7SL1 d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**STANDARD / STRAND**      **DE.CC7S L.**      **Speaking and Listening Standards 6-12**

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

STRAND / INDICATOR		Conventions of Standard English
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ENDURING UNDERSTANDING	CC7L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**STANDARD / STRAND**      **DE.CC7L.**      **Language Standards 6-12**

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

## Delaware Standards and Instruction

### Language Arts

#### Grade 8 - Adopted: 2010

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



STRAND / INDICATOR		Range of Reading and Level of Text Complexity
ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Text Types and Purposes
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Production and Distribution of Writing
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Range of Writing

ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8SL</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC8SL1.	<b>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.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8SL</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC8L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>STANDARD / STRAND</b>	<b>DE.CC8L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>

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

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## Delaware Standards and Instruction

### Language Arts

#### Grade 6 - Adopted: 2010

STANDARD / STRAND	DE.CC6RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Key Ideas and Details
ENDURING UNDERSTANDING	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
STANDARD / STRAND	DE.CC6RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Craft and Structure
ENDURING UNDERSTANDING	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD / STRAND	DE.CC6RL.	Reading Standards for Literature 6-12
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

ENDURING UNDERSTANDING	CC6RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC6W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC6W2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STANDARD / STRAND</b>	<b>DE.CC6W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC6W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC6S</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>

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

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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**STANDARD / STRAND**      **DE.CC7R L.**      **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC7RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / STRAND**      **DE.CC7W .**      **Writing Standards 6-12**

STRAND / INDICATOR		Text Types and Purposes
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ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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BENCHMARK	CC7W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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**STANDARD / STRAND**      **DE.CC7W .**      **Writing Standards 6-12**

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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**STANDARD / STRAND**      **DE.CC7W .**      **Writing Standards 6-12**

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

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7SL</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7SL</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC7L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Conventions of Standard English</b>
ENDURING UNDERSTANDING	CC7L1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
BENCHMARK	CC7L1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>STANDARD / STRAND</b>	<b>DE.CC7L</b>	<b>Language Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Knowledge of Language</b>
ENDURING UNDERSTANDING	CC7L3.	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
BENCHMARK	CC7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

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

### Language Arts

Grade 8 - Adopted: 2010

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

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

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

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

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**STANDARD / STRAND**      **DE.CC8W**      **Writing Standards 6-12**

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

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

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

STRAND / INDICATOR		Conventions of Standard English
ENDURING UNDERSTANDING	CC8L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK	CC8L1a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
BENCHMARK	CC8L1b.	Form and use verbs in the active and passive voice.
BENCHMARK	CC8L1d.	Recognize and correct inappropriate shifts in verb voice and mood.

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
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ENDURING UNDERSTANDING	CC8L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 281-291

**Delaware Standards and Instruction**

**Language Arts**

**Grade 6 - Adopted: 2010**

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

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC6RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC6RL2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ENDURING UNDERSTANDING	CC6RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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

STRAND / INDICATOR		Craft and Structure
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ENDURING UNDERSTANDING	CC6RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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**STANDARD / STRAND**      **DE.CC6R L.**      **Reading Standards for Literature 6-12**

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
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ENDURING UNDERSTANDING	CC6RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD / STRAND**      **DE.CC6W .**      **Writing Standards 6-12**

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

STRAND / INDICATOR		Production and Distribution of Writing
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ENDURING UNDERSTANDING	CC6W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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ENDURING UNDERSTANDING	CC6W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**STANDARD / STRAND**      **DE.CC6W .**      **Writing Standards 6-12**

STRAND / INDICATOR		Research to Build and Present Knowledge
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ENDURING UNDERSTANDING	CC6W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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ENDURING UNDERSTANDING	CC6W8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**STANDARD / STRAND**      **DE.CC6W .**      **Writing Standards 6-12**

STRAND / INDICATOR		Range of Writing
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ENDURING UNDERSTANDING	CC6W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD / STRAND**      **DE.CC6S L.**      **Speaking and Listening Standards 6-12**

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

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

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

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

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

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

STRAND / INDICATOR		Vocabulary Acquisition and Use
ENDURING UNDERSTANDING	CC6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
BENCHMARK	CC6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

## Delaware Standards and Instruction

### Language Arts

Grade 7 - Adopted: 2010

<b>STANDARD / STRAND</b>	<b>DE.CC7R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Key Ideas and Details</b>
ENDURING UNDERSTANDING	CC7RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ENDURING UNDERSTANDING	CC7RL3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>STANDARD / STRAND</b>	<b>DE.CC7R L.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC7RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STANDARD / STRAND</b>	<b>DE.CC7W .</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC7W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC7W2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>STANDARD / STRAND</b>	<b>DE.CC7W .</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>

ENDURING UNDERSTANDING	CC7W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC7W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
ENDURING UNDERSTANDING	CC7W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC7W</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Writing</b>
ENDURING UNDERSTANDING	CC7W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Comprehension and Collaboration</b>
ENDURING UNDERSTANDING	CC7SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	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.
<b>STANDARD / STRAND</b>	<b>DE.CC7S L.</b>	<b>Speaking and Listening Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
ENDURING UNDERSTANDING	CC7SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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

BENCHMARK      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 UNDERSTANDING	CC7L3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

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

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

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

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

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

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

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

## Delaware Standards and Instruction

### Language Arts

Grade 8 - Adopted: 2010

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

STRAND / INDICATOR		Key Ideas and Details
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ENDURING UNDERSTANDING	CC8RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>STANDARD / STRAND</b>	<b>DE.CC8RL.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Craft and Structure</b>
ENDURING UNDERSTANDING	CC8RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>STANDARD / STRAND</b>	<b>DE.CC8RL.</b>	<b>Reading Standards for Literature 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
ENDURING UNDERSTANDING	CC8RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Text Types and Purposes</b>
ENDURING UNDERSTANDING	CC8W2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
BENCHMARK	CC8W2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
BENCHMARK	CC8W2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
BENCHMARK	CC8W2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>
<b>STRAND / INDICATOR</b>		<b>Production and Distribution of Writing</b>
ENDURING UNDERSTANDING	CC8W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
ENDURING UNDERSTANDING	CC8W5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STANDARD / STRAND</b>	<b>DE.CC8W.</b>	<b>Writing Standards 6-12</b>



STRAND / INDICATOR		Research to Build and Present Knowledge
ENDURING UNDERSTANDING	CC8W7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ENDURING UNDERSTANDING	CC8W8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STANDARD / STRAND</b>	<b>DE.CC8W</b>	<b>Writing Standards 6-12</b>
STRAND / INDICATOR		Range of Writing
ENDURING UNDERSTANDING	CC8W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Comprehension and Collaboration
ENDURING UNDERSTANDING	CC8SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
BENCHMARK	CC8SL1 a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
BENCHMARK	CC8SL1 b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
BENCHMARK	CC8SL1 c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
BENCHMARK	CC8SL1 d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>STANDARD / STRAND</b>	<b>DE.CC8S L.</b>	<b>Speaking and Listening Standards 6-12</b>
STRAND / INDICATOR		Presentation of Knowledge and Ideas
ENDURING UNDERSTANDING	CC8SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>STANDARD / STRAND</b>	<b>DE.CC8L.</b>	<b>Language Standards 6-12</b>
STRAND / INDICATOR		Conventions of Standard English

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

<b>STRAND / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
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<b>ENDURING UNDERSTANDING</b>	<b>CC8L4.</b>	<b>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.</b>
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BENCHMARK	CC8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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BENCHMARK	CC8L4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / STRAND**      **DE.CC8L. Language Standards 6-12**

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