Touchstones Volume A http://www.corestandards.org/the-standards/english-languages		tandards/english-language-arts-			
Lesson	Lesson Name	Anchor Standards	Grade 6	Grade 7	Grade 8
2	Money Makes Worries	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	evidence that most strongly
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. 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.	or central idea of a text and analyze its development over the course of the text; provide an objective	RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	particular elements of a story or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of	specific word choices on meaning and tone, including analogies or allusions to

Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		author develops and contrasts	RL.8.10. By the end of the
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational te
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events
		addressed.	character types from myth
			traditional stories, or
			religious works such as th
			Bible, including describin
			how the material is render
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delinea
			and evaluate the argumer
			and specific claims in a to
			assessing whether the
			reasoning is sound and th
			evidence is relevant and
			sufficient; recognize whe
			irrelevant evidence is
			introduced").

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	Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
	support claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
	substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
	valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
	sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
		standards to literature (e.g.,	standards to literature (e.g.,	day or two.
		"Compare and contrast texts in	"Compare and contrast a	
		different forms or genres [e.g.,	fictional portrayal of a time,	
		stories and poems; historical	place, or character and a	
		novels and fantasy stories] in	historical account of the	
		terms of their approaches to	same period as a means of	
		similar themes and topics").	understanding how authors	
		Apply grade 6 Reading	of fiction use or alter	
		standards to literary nonfiction	history").	
		(e.g., "Trace and evaluate the	Apply grade 7 Reading	
		argument and specific claims in	standards to literary	
		a text, distinguishing claims	nonfiction (e.g. "Trace and	
		that are supported by reasons	evaluate the argument and	
		and evidence from claims that	specific claims in a text,	
		are not").	assessing whether the	
			reasoning is sound and the	
			evidence is relevant and	
			sufficient to support the	
			claims").	
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Writing: 4. Produce clear and	W.6.10. Write routinely over	W.7.10. Write routinely over	SL.8.1. Engage effectively in
coherent writing in which the	extended time frames (time for	extended time frames (time	a range of collaborative
development, organization, and sty	le research, reflection, and	for research, reflection, and	discussions (one-on-one, in
are appropriate to task, purpose, an	d revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
	or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
	specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
	audiences.	purposes, and audiences.	expressing their own clearly.
			Follow rules for collegial
			discussions and decision-
			making, track progress
			toward specific goals and
			deadlines, and define
			individual roles as needed.
			Pose questions that
			connect the ideas of several
			speakers and respond to
			others' questions and
			comments with relevant
			evidence, observations, and
			ideas.
			Acknowledge new
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information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence

presented.

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		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing: 9. Draw evidence from	SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as neededAcknowledge new information expressed by others and, when warranted, modify their own views.	findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen
		literary or informational texts to support analysis, reflection, and research.	presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	ideas and supporting details presented in diverse media	variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

study.

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	extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	argument and specific claims, evaluating the soundness of the reasoning	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.4. 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.	manner with pertinent descriptions, facts, details, and examples; use	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.

SL.6.6. Adapt speech to a

variety of contexts and tasks,

formal English when indicated

demonstrating command of

or appropriate.

SL.7.6. Adapt speech to a

demonstrating command of

formal English when

indicated or appropriate.

L.8.3. Use knowledge of

when writing, speaking,

reading, or listening.

variety of contexts and tasks, language and its conventions

Speaking and Listening: 2. Integrate

and evaluate information presented

including visually, quantitatively,

in diverse media and formats,

and orally.

Touchstones	Volume A	Alignment to	Common	Core FLA	Standards
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	Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	
	a speaker's point of view, reasoning,	of the conventions of standard	of the conventions of	the meaning of unknown and
	and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words or
		when writing or speaking.	and usage when writing or	phrases based on grade 8
			speaking.	reading and content,
				choosing flexibly from a
				range of strategies.
				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.
				Use common, grade-
				appropriate Greek or Latin
				affixes and roots as clues to
				the meaning of a word (e.g.,
				precede, recede, secede).
				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.
				Verify the preliminary
		l .	<u> </u>	datamaination of the meaning

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Sp inf ev foi or; are	beaking and Listening: 4. Present formation, findings, and supporting ridence such that listeners can llow the line of reasoning and the ganization, development, and style e appropriate to task, purpose, and edience.	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.	
sp co co	eech to a variety of contexts and ommunicative tasks, demonstrating	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for	language and its conventions	L.8.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge

meaning, reader/listener interest, and style.*

and tone.*

expresses ideas precisely and when considering a word or

phrase important to

comprehension or

expression.

concisely, recognizing and

redundancy.*

-- Maintain consistency in style eliminating wordiness and

Language: 1. Demonstrate command	I. 6.4 Determine or clarify the	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
writing of speaking.	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
		_	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	_	ĺ ,	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
	also alsing the information	determination of the meaning	

Touchstones Volume	A Alignment to	Common Cor	a FI A Standards
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	Language: 2. Demonstrate command	L.6.5. Demonstrate	L.7.5. Demonstrate	
			understanding of figurative	
		language, word relationships,	language, word relationships,	
	and spelling when writing.			
	and spenning when writing.	Interpret figures of speech	meanings.	
		(e.g., personification) in	Interpret figures of speech	
		· ·	(e.g., literary, biblical, and	
		Use the relationship between		
		particular words (e.g.,	context.	
		cause/effect, part/whole,	Use the relationship	
		item/category) to better	between particular words	
		understand each of the words.	(e.g., synonym/antonym,	
		Distinguish among the	analogy) to better understand	
		connotations (associations) of	each of the words	
		words with similar denotations	leach of the words	
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
		Y	T G C A C A	
		•	L.7.6. Acquire and use	
	language to understand how	accurately grade-appropriate	accurately grade-appropriate	
	language functions in different	general academic and domain-	general academic and domain	
	contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
		gather vocabulary knowledge	gather vocabulary knowledge	
	comprehend more fully when reading	<u> </u>	when considering a word or	
	or listening.	phrase important to	phrase important to	
		comprehension or expression.	comprehension or	
			expression.	

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	Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
	Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
	Reading: 1. Read closely to determine what the text says explicitly and to make logical		RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says	evidence that most strongly
The Tortoise and the Rabbit; The Tortoise and the Antelope	inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		explicitly as well as inferences drawn from the text.	the text says explicitly as well as inferences drawn from the text.

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Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	or central idea of a text and	RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.2. 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.	or drama interact (e.g., how	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.6.3. 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.	text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of	connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	author develops and contrasts	RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Touchstones Volume	A Alignment to	Common Core	FI A Standards
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Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	year, read and comprehend	RL.8.10. 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.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	RL.6.10. 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.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	•	W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Reading: 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.7.4. 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.)	W.8.4. 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.)

	style are appropriate to task,	and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.5. 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.	literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). 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").	W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

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W	riting: 4. Produce clear and	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
co	pherent writing in which the	literary or informational texts	extended time frames (time	extended time frames (time
de	evelopment, organization, and style	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
are	e appropriate to task, purpose, and	and research.	revision) and shorter time	revision) and shorter time
au	idience.	Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
		standards to literature (e.g.,	day or two) for a range of	day or two.
		"Compare and contrast texts in	discipline-specific tasks,	
		different forms or genres [e.g.,	purposes, and audiences.	
		stories and poems; historical		
		novels and fantasy stories] in		
		terms of their approaches to		
		similar themes and topics").		
		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").		

Alignment to Common Core ELA Standa Writing: 5. Develop and strengthen		2012 Touchstones Discussion P SL.7.1. Engage effectively in	
writing as needed by planning,	extended time frames (time for		a range of collaborative
revising, editing, rewriting, or trying	research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
a new approach.	revision) and shorter time	groups, and teacher-led) with	,
	frames (a single sitting or a day	_	diverse partners on grade
	or two) for a range of discipline	-	topics, texts, and issues,
	specific tasks, purposes, and	building on others' ideas and	•
	audiences.	expressing their own clearly.	_
		Follow rules for collegial	Follow rules for collegi
		discussions, track progress	discussions and decision-
		toward specific goals and	making, track progress
		deadlines, and define	toward specific goals and
		individual roles as needed.	deadlines, and define
		Pose questions that elicit	individual roles as needed
		elaboration and respond to	Pose questions that
		others' questions and	connect the ideas of sever
		comments with relevant	speakers and respond to
		observations and ideas that	others' questions and
		bring the discussion back on	comments with relevant
		topic as needed.	evidence, observations, a
		Acknowledge new	ideas.
		information expressed by	Acknowledge new
		others and, when warranted,	information expressed by
		modify their own views.	others, and, when warran
			qualify or justify their ow
			views in light of the evide

presented.

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1000	instolles volume A Ali	Writing: 9. Draw evidence from	SL.6.1. Engage effectively in a		SL.8.4. Present claims and
				•	findings, emphasizing salient
		literary or informational texts to		ideas and supporting details	
		support analysis, reflection, and	discussions (one-on-one, in	presented in diverse media	points in a focused, coherent
		research.	groups, and teacher-led) with	and formats (e.g., visually,	manner with relevant
			diverse partners on grade 6	quantitatively, orally) and	evidence, sound valid
			topics, texts, and issues,	•	reasoning, and well-chosen
			C	a topic, text, or issue under	details; use appropriate eye
			expressing their own clearly.	study.	contact, adequate volume,
			Follow rules for collegial		and clear pronunciation.
			discussions, set specific goals		
			and deadlines, and define		
			individual roles as needed.		
			Pose and respond to specific		
			questions with elaboration and		
			detail by making comments that		
			contribute to the topic, text, or		
			issue under discussion.		
			Review the key ideas		
			expressed and demonstrate		
			understanding of multiple		
			perspectives through reflection		
,			and paraphrasing.		
			lana Lanahinaping.		

SL.6.2. Interpret information

formats (e.g., visually,

quantitatively, orally) and

topic, text, or issue under

study.

explain how it contributes to a

presented in diverse media and argument and specific

claims, evaluating the

and the relevance and

soundness of the reasoning

sufficiency of the evidence.

SL.7.3. Delineate a speaker's SL.8.6. Adapt speech to a

variety of contexts and tasks,

demonstrating command of

formal English when

indicated or appropriate.

Writing: 10. Write routinely over

research, reflection, and revision)

and shorter time frames (a single

tasks, purposes, and audiences.

sitting or a day or two) for a range of

extended time frames (time for

Touchstones	Valuma	A Alignment to	Common	Caro ELA	Standardo
Louchstones	volume A	4 Alignment to	Common	Core FLA	Standards

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	Speaking and Listening: 1. Prepare	SL.6.3. Delineate a speaker's	SL.7.4. Present claims and	L.8.1. Demonstrate command
	for and participate effectively in a	argument and specific claims,	findings, emphasizing salient	of the conventions of
	range of conversations and	distinguishing claims that are	points in a focused, coherent	standard English grammar
	collaborations with diverse partners,	supported by reasons and	manner with pertinent	and usage when writing or
	building on others' ideas and	evidence from claims that are	descriptions, facts, details,	speaking.
	expressing their own clearly and	not.	and examples; use	
	persuasively.		appropriate eye contact,	
			adequate volume, and clear	
			pronunciation.	
	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.4. 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.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Speaking and Listening: 4. Present	L.6.1. Demonstrate command	L.7.2. Demonstrate command	L.8.4. Determine or clarify
information, findings, and supporting	of the conventions of standard	of the conventions of	the meaning of unknown and
evidence such that listeners can	English grammar and usage	standard English	multiple-meaning words or
follow the line of reasoning and the	when writing or speaking.	capitalization, punctuation,	phrases based on grade 8
organization, development, and style		and spelling when writing.	reading and content,
are appropriate to task, purpose, and		Spell correctly.	choosing flexibly from a
audience.			range of strategies.
			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.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary
			determination of the meaning

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Speaking and Listening: 6. Adap	t L.6.2. Demonstrate command	L.7.3. Use knowledge of	L.8.5. Demonstrate
speech to a variety of contexts a	nd of the conventions of standard	language and its conventions	understanding of figurative
communicative tasks, demonstra	ating English capitalization,	when writing, speaking,	language, word relationships,
command of formal English whe	en punctuation, and spelling when	reading, or listening.	and nuances in word
indicated or appropriate.	writing.	Choose language that	meanings.
	Use punctuation (commas,	expresses ideas precisely and	Interpret figures of speech
	parentheses, dashes) to set off	concisely, recognizing and	(e.g. verbal irony, puns) in
	nonrestrictive/parenthetical	eliminating wordiness and	context.
	elements.	redundancy.*	Use the relationship
	Spell correctly.		between particular words to
			better understand each of the
			words.

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Touchstones volume.	a Alignment to Common	Core ELA Standards

Language: 1. Demonstrate command	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.6. Acquire and use
of the conventions of standard	language and its conventions	the meaning of unknown and	accurately grade-appropriate
English grammar and usage when	when writing, speaking,	multiple-meaning words and	general academic and domain
writing or speaking.	reading, or listening.	phrases based on grade 7	specific words and phrases;
	Vary sentence patterns for	reading and content,	gather vocabulary knowledge
	meaning, reader/listener	choosing flexibly from a	when considering a word or
	interest, and style.*	range of strategies.	phrase important to
	Maintain consistency in style	Use context (e.g., the	comprehension or
	and tone.*	overall meaning of a	expression.
		sentence or paragraph; a	
		word's position or function	
		in a sentence) as a clue to the	
		meaning of a word or phrase.	
		Use common, grade-	
		appropriate Greek or Latin	
		affixes and roots as clues to	
		the meaning of a word (e.g.,	
		belligerent, bellicose, rebel).	
		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.	
		Verify the preliminary	
		datamaination of the meaning	

Touchstones Volume	A Alignment to	Common Core	FI A Standards
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Language: 2. Demonstrate command	_	L.7.5. Demonstrate	
of the conventions of standard	meaning of unknown and	understanding of figurative	
English capitalization, punctuation,	multiple-meaning words and	language, word relationships,	
and spelling when writing.	phrases based on grade 6	and nuances in word	
	reading and content, choosing	meanings.	
	flexibly from a range of	Interpret figures of speech	
	strategies.	(e.g., literary, biblical, and	
	Use context (e.g., the overall	mythological allusions) in	
	meaning of a sentence or	context.	
	paragraph; a word's position or	Use the relationship	
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
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Touchstones Volume	A Alignment to	Common Core	FIA Standards
Touchstones volume	A Alignment to t	Common Core	e era Standards

	Language: 3. Apply knowledge of	L.6.5. Demonstrate	L.7.6. Acquire and use	
	language to understand how	understanding of figurative	accurately grade-appropriate	
	language functions in different	language, word relationships,	general academic and domain	
	contexts, to make effective choices	and nuances in word meanings.	specific words and phrases;	
	for meaning or style, and to	Interpret figures of speech	gather vocabulary knowledge	
	comprehend more fully when reading	g (e.g., personification) in	when considering a word or	
	or listening.	context.	phrase important to	
	-	Use the relationship between	comprehension or	
		particular words (e.g.,	expression.	
		cause/effect, part/whole,		
		item/category) to better		
		understand each of the words.		
		Distinguish among the		
		connotations (associations) of		
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
	Language: 4. Determine or clarify	L.6.6. Acquire and use		
	the meaning of unknown and	accurately grade-appropriate		
	multiple-meaning words and phrases	_		
	by using context clues, analyzing	specific words and phrases;		
	meaningful word parts, and	gather vocabulary knowledge		
	consulting general and specialized	when considering a word or		
	reference materials, as appropriate.	phrase important to		
		comprehension or expression.		
	Language: 5. Demonstrate			
	understanding of word relationships			
	and nuances in word meanings.			
	and notices in word meanings.			
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		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
			DI (1 Classical distribution)	DI TI C'	DV 0.1 Classic Land
4	The Qur'an	explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Reading: 2. Determine central ideas or themes of a text and analyze their	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme	evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and
		supporting details and ideas.	details; provide a summary of the text distinct from personal opinions or judgments.	the course of the text; provide an objective summary of the text.	the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Touchstones Volume	A Alignment to	Common Core	FI A Standards
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	Reading: 4. Interpret words and	RL.6.4. Determine the meaning	RL 7.4 Determine the	RL.8.4. Determine the
		of words and phrases as they	meaning of words and	meaning of words and
	including determining technical,	are used in a text, including	C	phrases as they are used in a
	connotative, and figurative	figurative and connotative	text, including figurative and	
	meanings, and analyze how specific	meanings; analyze the impact	connotative meanings;	connotative meanings;
	word choices shape meaning or tone.	· ·	analyze the impact of rhymes	9
	word enoices shape meaning or tone.	meaning and tone.	and other repetitions of	specific word choices on
		meaning and tone.	-	meaning and tone, including
			a specific verse or stanza of a	
			poem or section of a story or	<u> </u>
			•	other texts.
			drama.	
	Reading: 5. Analyze the structure of	RL.6.6. Explain how an author	RL.7.6. Analyze how an	RL.8.10. By the end of the
	texts, including how specific	develops the point of view of	author develops and contrasts	year, read and comprehend
	sentences, paragraphs, and larger	the narrator or speaker in a text.	the points of view of	literature, including stories,
	portions of the text (e.g., a section,	-	different characters or	dramas, and poems, at the
	chapter, scene, or stanza) relate to		narrators in a text.	high end of grades 6–8 text
	each other and the whole.			complexity band
				independently and
				proficiently.
	Doodings 6 Aggagg how point of	DI 6.10 Dy the and of the	DI 7 10 Dyytho and of the	W/ 0.1 White arguments to
	Reading: 6. Assess how point of	RL.6.10. By the end of the	RL.7.10. By the end of the	W.8.1. Write arguments to
	view or purpose shapes the content	year, read and comprehend	year, read and comprehend	support claims with clear
	and style of a text.	literature, including stories,	literature, including stories,	reasons and relevant
		dramas, and poems, in the	dramas, and poems, in the	evidence.
		grades 6–8 text complexity	grades 6–8 text complexity	
		band proficiently, with	band proficiently, with	
		scaffolding as needed at the	scaffolding as needed at the	
		high end of the range.	high end of the range.	
<u>. </u>				

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Reading:	7. Integrate and evaluate	W.6.1. Write arguments to	W.7.1. Write arguments to	W.8.4. Produce clear and
content p	resented in diverse formats	support claims with clear	support claims with clear	coherent writing in which th
and medi	a, including visually and	reasons and relevant evidence.	reasons and relevant	development, organization,
quantitati	vely, as well as in words.		evidence.	and style are appropriate to
				task, purpose, and audience.
				(Grade-specific expectations
				for writing types are defined
				in standards 1–3 above.)
Reading:	8. Delineate and evaluate	W.6.4. Produce clear and	W.7.4. Produce clear and	W.8.5. With some guidance
the argun	nent and specific claims in a	coherent writing in which the	coherent writing in which the	and support from peers and
text, inclu	ading the validity of the	development, organization, and	development, organization,	adults, develop and
reasoning	g as well as the relevance	style are appropriate to task,	and style are appropriate to	strengthen writing as needed
and suffic	ciency of the evidence.	purpose, and audience. (Grade-	task, purpose, and audience.	by planning, revising,
		specific expectations for	(Grade-specific expectations	editing, rewriting, or trying a
		writing types are defined in	for writing types are defined	new approach, focusing on
		standards 1–3 above.)	in standards 1–3 above.)	how well purpose and
				audience have been
				l

addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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W	Vriting: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
sı	upport claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
sı	ubstantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
Va	alid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
sı	ufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
		standards to literature (e.g.,	standards to literature (e.g.,	day or two.
		"Compare and contrast texts in	"Compare and contrast a	
		different forms or genres [e.g.,	fictional portrayal of a time,	
		stories and poems; historical	place, or character and a	
		novels and fantasy stories] in	historical account of the	
		terms of their approaches to	same period as a means of	
		similar themes and topics").	understanding how authors	
		Apply grade 6 Reading	of fiction use or alter	
		standards to literary nonfiction	history").	
		(e.g., "Trace and evaluate the	Apply grade 7 Reading	
		argument and specific claims in	standards to literary	
		a text, distinguishing claims	nonfiction (e.g. "Trace and	
		that are supported by reasons	evaluate the argument and	
		and evidence from claims that	specific claims in a text,	
		are not").	assessing whether the	
			reasoning is sound and the	
			evidence is relevant and	

sufficient to support the

claims").

Writing: 4. Produce clear and	W.6.10. Write routinely over	W.7.10. Write routinely over	SL.8.1. Engage effectively in
coherent writing in which the	extended time frames (time for	•	a range of collaborative
development, organization, and style	research, reflection, and	for research, reflection, and	discussions (one-on-one, in
are appropriate to task, purpose, and	revision) and shorter time	revision) and shorter time	groups, and teacher-led) wit
audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
	or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
	specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas an
	audiences.	purposes, and audiences.	expressing their own clearly
			Follow rules for collegial
			discussions and decision-
			making, track progress
			toward specific goals and
			deadlines, and define
			individual roles as needed.
			Pose questions that
			connect the ideas of severa
			speakers and respond to
			others' questions and
			comments with relevant
			evidence, observations, and
			ideas.
			Acknowledge new
			information expressed by
			others, and, when warrante
			qualify or justify their own
			views in light of the evider
			mmagantad

presented.

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		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as neededAcknowledge new information expressed by others and, when warranted, modify their own views.	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.
		Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

study.

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	extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.4. 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.	SL.7.4. 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.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Speaking and Listening: 2. Integrate and evaluate information presented	SL.6.6. Adapt speech to a variety of contexts and tasks,	SL.7.6. Adapt speech to a variety of contexts and tasks,	L.8.3. Use knowledge of language and its conventions

demonstrating command of

or appropriate.

formal English when indicated

demonstrating command of

indicated or appropriate.

formal English when

when writing, speaking,

reading, or listening.

in diverse media and formats,

and orally.

including visually, quantitatively,

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Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command L.	8.4. Determine or clarify

	C 1: 17:	T (1 D	7.7.1.D	T O 4 D 1
		L.6.1. Demonstrate command	L.7.1. Demonstrate command	1
	1	of the conventions of standard	of the conventions of	the meaning of unknown and
	and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words or
		when writing or speaking.	and usage when writing or	phrases based on grade 8
			speaking.	reading and content,
				choosing flexibly from a
				range of strategies.
				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.
				Use common, grade-
				appropriate Greek or Latin
				affixes and roots as clues to
				the meaning of a word (e.g.,
				precede, recede, secede).
				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.
				Verify the preliminary
				datamaination of the meaning

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Speakii informa evidend follow organiz	ing and Listening: 4. Present nation, findings, and supporting ace such that listeners can the line of reasoning and the zation, development, and style propriate to task, purpose, and ace.	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
speech commu comma	n to a variety of contexts and unicative tasks, demonstrating and of formal English when ted or appropriate.	when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style	language and its conventions when writing, speaking, reading, or listeningChoose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and	general academic and domain specific words and phrases; gather vocabulary knowledge

Touchstones	Volume A	Alignment to	Common	Core FLA	Standards
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Language: 1. Demonstrate command	_	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
	ala a lain a tha infamad mannina	datamaination of the manning	

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Touchstones volume	A Alignment to	Common Cor	2 FLA Standards

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Language: 2. Demonstrate command	L.6.5. Demonstrate	L.7.5. Demonstrate	
	understanding of figurative	understanding of figurative	
	language, word relationships,	language, word relationships,	
and spelling when writing.	and nuances in word meanings.		
and spenning when writing.	Interpret figures of speech	meanings.	
	(e.g., personification) in	Interpret figures of speech	
	context.	(e.g., literary, biblical, and	
	Use the relationship between		
	particular words (e.g.,	context.	
	cause/effect, part/whole,	Use the relationship	
	item/category) to better	between particular words	
	understand each of the words.	(e.g., synonym/antonym,	
	Distinguish among the	analogy) to better understand	
	connotations (associations) of	each of the words	
	words with similar denotations	cach of the words	
	(definitions) (e.g., stingy,		
	scrimping, economical,		
	unwasteful, thrifty).		
	unwasterur, unnity).		
Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
language to understand how	accurately grade-appropriate	accurately grade-appropriate	
language functions in different	general academic and domain-	general academic and domain	
	C	C	
contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
comprehend more fully when reading	_	when considering a word or	
or listening.	phrase important to	phrase important to	
	comprehension or expression.	comprehension or	
		expression.	

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	Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
	Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
	Dandings 1 Dand alossly to	DI 6.1. Cita tautual avidanaa ta	DI 7.1. Cita savaral ricass of	DI 0.1. Cita the textual
The Royal Commentaries of the Inca	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support	evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Touchstones Vo	olume A Alignment	to Common	Core FLA	Standards
TOUCHSLOHES VI	JIUILIE A AIISIIIIIEIL		COLC LLA	Jianuarus

1 1	Desdiner 2 Determine control ideas	170	DI 7.2 Determine true or	
	E	RI.6.2. Determine a central	RI.7.2. Determine two or	RI.8.2. Determine a central
		idea of a text and how it is	more central ideas in a text	idea of a text and analyze its
	development; summarize the key	conveyed through particular	and analyze their	development over the course
	supporting details and ideas.	details; provide a summary of	_	of the text, including its
		the text distinct from personal	of the text; provide an	relationship to supporting
		opinions or judgments.	objective summary of the	ideas; provide an objective
			text.	summary of the text.
	Reading: 3. Analyze how and why	RI.6.3. Analyze in detail how a	RI.7.3. Analyze the	RI.8.3. Analyze how a text
	individuals, events, and ideas	key individual, event, or idea is	interactions between	makes connections among
	develop and interact over the course	introduced, illustrated, and	individuals, events, and ideas	and distinctions between
	of a text.	elaborated in a text (e.g.,	in a text (e.g., how ideas	individuals, ideas, or events
		through examples or	influence individuals or	(e.g., through comparisons,
		anecdotes).	events, or how individuals	analogies, or categories).
		,	influence ideas or events).	
			,	
	Reading: 4. Interpret words and	RI.6.4. Determine the meaning	RI.7.4. Determine the	RI.8.4. Determine the
	phrases as they are used in a text,	of words and phrases as they	meaning of words and	meaning of words and
	including determining technical,	are used in a text, including		phrases as they are used in a
	connotative, and figurative	figurative, connotative, and	text, including figurative,	text, including figurative,
		technical meanings.	connotative, and technical	connotative, and technical
	word choices shape meaning or tone.	teenmear meanings.		meanings; analyze the impact
	word choices shape meaning of tone.			of specific word choices on
			meaning and tone.	meaning and tone, including
			linearing and tone.	analogies or allusions to
				other texts.
	·	RI.6.5. Analyze how a		RI.8.5. Analyze in detail the
	texts, including how specific	particular sentence, paragraph,	an author uses to organize a	structure of a specific
	sentences, paragraphs, and larger	chapter, or section fits into the	-	paragraph in a text, including
	portions of the text (e.g., a section,	overall structure of a text and	sections contribute to the	the role of particular
	chapter, scene, or stanza) relate to	contributes to the development	whole and to the	sentences in developing and
	each other and the whole.	of the ideas.	development of the ideas.	refining a key concept.
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Touchstones Volume	A Alignment to	Common Core	FI A Standards
TOUCHSLOHES VOIGHTE	A Aligililletti to		E ELA Stallualus

Touchstones volume A Ai	igninient to common core LLA Standar		O12 TOUCHStories Discussion F	
		RI.6.6. Determine an author's	RI.7.6. Determine an	RI.8.6. Determine an
	view or purpose shapes the content	point of view or purpose in a	author's point of view or	author's point of view or
	and style of a text.	text and explain how it is	• •	purpose in a text and analyze
		conveyed in the text.	how the author distinguishes	how the author acknowledges
			his or her position from that	and responds to conflicting
			of others.	evidence or viewpoints.
	Reading: 7. Integrate and evaluate	RI.6.7. Integrate information	RI.7.8. Trace and evaluate	RI.8.8. Delineate and
	content presented in diverse formats	presented in different media or	the argument and specific	evaluate the argument and
	and media, including visually and	formats (e.g., visually,	claims in a text, assessing	specific claims in a text,
	quantitatively, as well as in words.	quantitatively) as well as in	whether the reasoning is	assessing whether the
		words to develop a coherent	sound and the evidence is	reasoning is sound and the
		understanding of a topic or	relevant and sufficient to	evidence is relevant and
		issue.	support the claims.	sufficient; recognize when
				irrelevant evidence is
				introduced.
	Reading: 8. Delineate and evaluate	RI.6.8. Trace and evaluate the	RI.7.10. By the end of the	RI.8.10. By the end of the
	the argument and specific claims in a		· · · · · · · · · · · · · · · · · · ·	year, read and comprehend
	text, including the validity of the	a text, distinguishing claims	literary nonfiction in the	literary nonfiction at the high
	reasoning as well as the relevance	that are supported by reasons	grades 6–8 text complexity	end of the grades 6–8 text
	and sufficiency of the evidence.	and evidence from claims that	band proficiently, with	complexity band
		are not.	scaffolding as needed at the	independently and
			high end of the range.	proficiently.
				,
	Reading: 10. Read and comprehend	RI.6.10. By the end of the year,	W.7.1. Write arguments to	W.8.1. Write arguments to
	complex literary and informational	read and comprehend literary	support claims with clear	support claims with clear
		nonfiction in the grades 6–8	reasons and relevant	reasons and relevant
	and proficiently.	text complexity band	evidence.	evidence.
		proficiently, with scaffolding		
		as needed at the high end of the		
		range.		

Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using with clear reasons and relevant evidence. W.6.1. Write arguments to support claims with clear coherent writing in which the development, organization, development, organization.
substantive topics or taxts, using reasons and relevant evidence development, organization, development, organization
substantive topics of texts, using pleasons and relevant evidence. Idevelopment, organization, pleasons and relevant evidence.
valid reasoning and relevant and and style are appropriate to and style are appropriate to
sufficient evidence. task, purpose, and audience. task, purpose, and audience
(Grade-specific expectations (Grade-specific expectations)
for writing types are defined for writing types are define
in standards 1–3 above.) in standards 1–3 above.)
Writing: 4. Produce clear and W.6.4. Produce clear and W.7.5. With some guidance W.8.5. With some guidance
coherent writing in which the coherent writing in which the and support from peers and and support from peers an
development, organization, and style development, organization, and adults, develop and adults, develop and
are appropriate to task, purpose, and style are appropriate to task, strengthen writing as needed strengthen writing as needed
audience. purpose, and audience. (Grade- by planning, revising, by planning, revising,
specific expectations for editing, rewriting, or trying a editing, rewriting, or trying
writing types are defined in new approach, focusing on new approach, focusing or
standards 1–3 above.) how well purpose and how well purpose and
audience have been audience have been

addressed.

addressed.

Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational te
revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
	revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
	trying a new approach.	standards to literature (e.g.,	standards to literature (e.g
		"Compare and contrast a	"Analyze how a modern
		fictional portrayal of a time,	work of fiction draws on
		place, or character and a	themes, patterns of events
		historical account of the	character types from myth
		same period as a means of	traditional stories, or
		understanding how authors	religious works such as th
		of fiction use or alter	Bible, including describing
		history").	how the material is rende
		Apply grade 7 Reading	new").
		standards to literary	Apply grade 8 Reading
		nonfiction (e.g. "Trace and	standards to literary
		evaluate the argument and	nonfiction (e.g., "Delinea
		specific claims in a text,	and evaluate the argumer
		assessing whether the	and specific claims in a te
		reasoning is sound and the	assessing whether the
			reasoning is sound and th
		sufficient to support the	evidence is relevant and
		claims").	sufficient; recognize whe
			irrelevant evidence is
			introduced").

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Writing: 9. Draw evidence from	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
literary or informational texts to	literary or informational texts	extended time frames (time	extended time frames (time
support analysis, reflection, and	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
research.	and research.	revision) and shorter time	revision) and shorter time
	Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
	standards to literature (e.g.,	day or two) for a range of	day or two.
	"Compare and contrast texts in	discipline-specific tasks,	
	different forms or genres [e.g.,	purposes, and audiences.	
	stories and poems; historical		
	novels and fantasy stories] in		
	terms of their approaches to		
	similar themes and topics").		
	Apply grade 6 Reading		
	standards to literary nonfiction		
	(e.g., "Trace and evaluate the		
	argument and specific claims in	ı	
	a text, distinguishing claims		
	that are supported by reasons		
	and evidence from claims that		
	are not").		

	Writing: 10. Write routinely over	W.6.10. Write routinely over	SL 7.1 Engage effectively in	SL.8.1. Engage effectively in
	extended time frames (time for	extended time frames (time for		a range of collaborative
	research, reflection, and revision)	research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
		revision) and shorter time	groups, and teacher-led) with	groups, and teacher-led) with
	sitting or a day or two) for a range of	frames (a single sitting or a day	1 -	diverse partners on grade 8
	tasks, purposes, and audiences.	or two) for a range of discipline	topics, texts, and issues,	topics, texts, and issues,
		specific tasks, purposes, and	building on others' ideas and	building on others' ideas and
		audiences.	expressing their own clearly.	expressing their own clearly.
			Follow rules for collegial	Follow rules for collegial
			discussions, track progress	discussions and decision-
			toward specific goals and	making, track progress
			deadlines, and define	toward specific goals and
			individual roles as needed.	deadlines, and define
			Pose questions that elicit	individual roles as needed.
			elaboration and respond to	Pose questions that
			others' questions and	connect the ideas of several
			comments with relevant	speakers and respond to
			observations and ideas that	others' questions and
			bring the discussion back on	comments with relevant
			topic as needed.	evidence, observations, and
			Acknowledge new	ideas.
			information expressed by	Acknowledge new
			others and, when warranted,	information expressed by
			modify their own views.	others, and, when warranted,
				qualify or justify their own
				views in light of the evidence
				presented.
			l	<u> </u>

Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.4. 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.

Todalist.	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.6.3. Delineate a speaker's	findings, emphasizing salient points in a focused, coherent manner with pertinent	SL.8.6. Adapt speech to a variety of contexts and tasks,
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	logically and using pertinent descriptions, facts, and details	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	of the conventions of standard English grammar and usage when writing or speaking.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
		L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	standard English	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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	Language: 2. Demonstrate command	L.6.2. Demonstrate command	L.7.3. Use knowledge of	L.8.4. Determine or clarify
	of the conventions of standard	of the conventions of standard	language and its conventions	the meaning of unknown and
	English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
	and spelling when writing.	punctuation, and spelling when	reading, or listening.	phrases based on grade 8
		writing.	Choose language that	reading and content,
		Use punctuation (commas,	expresses ideas precisely and	choosing flexibly from a
		parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
		nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
		elements.	redundancy.*	overall meaning of a
		Spell correctly.		sentence or paragraph; a
				word's position or function
				in a sentence) as a clue to the
				meaning of a word or phrase.
				Use common, grade-
				appropriate Greek or Latin
				affixes and roots as clues to
				the meaning of a word (e.g.,
				precede, recede, secede).
				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.
				Verify the preliminary
				datamaination of the meaning

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Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
	Maintain consistency in style	Use context (e.g., the	context.
	and tone.*	overall meaning of a	Use the relationship
		sentence or paragraph; a	between particular words to
		word's position or function	better understand each of the
		in a sentence) as a clue to the	words.
		meaning of a word or phrase.	
		Use common, grade-	
		appropriate Greek or Latin	
		affixes and roots as clues to	
		the meaning of a word (e.g.,	
		belligerent, bellicose, rebel).	
		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.	
		Verify the preliminary	
		1-4iii	

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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases			general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
, 11 1	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	•
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	ale a drin a the informed meaning		

Language: 5. Demonstrate	L.6.5. Demonstrate	L.7.6. Acquire and use
understanding of word relationships	understanding of figurative	accurately grade-appropriate
and nuances in word meanings.	language, word relationships,	general academic and domain
	and nuances in word meanings.	specific words and phrases;
	Interpret figures of speech	gather vocabulary knowledge
	(e.g., personification) in	when considering a word or
	context.	phrase important to
	Use the relationship between	comprehension or
	particular words (e.g.,	expression.
	cause/effect, part/whole,	
	item/category) to better	
	understand each of the words.	
	Distinguish among the	
	connotations (associations) of	
	words with similar denotations	
	(definitions) (e.g., stingy,	
	scrimping, economical,	
	unwasteful, thrifty).	
Language: 6. Acquire and use	L.6.6. Acquire and use	
accurately a range of general	accurately grade-appropriate	
academic and domain-specific words	general academic and domain-	
and phrases sufficient for reading,	specific words and phrases;	
writing, speaking, and listening at the	-	
college and career readiness level;	when considering a word or	
demonstrate independence in	phrase important to	
gathering vocabulary knowledge	comprehension or expression.	
when considering a word or phrase important to comprehension or		

6	determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and	RL.8.1. Cite the textual evidence that most strongly
		RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	meanings, and analyze how specific	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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~ ~		author develops and contrasts	RL.8.10. By the end of the
view or purpose shapes the content	RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and compre	hend W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and information	onal and support from peers and	and support from peers and	literary or informational texts
texts independently and profici	iently. adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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Writing	g: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
support	t claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
substan	ntive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
valid re	easoning and relevant and	and research.	reflection, and research.	revision) and shorter time
sufficie	ent evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
		standards to literature (e.g.,	standards to literature (e.g.,	day or two.
	ľ	"Compare and contrast texts in	"Compare and contrast a	
	ı	different forms or genres [e.g.,	fictional portrayal of a time,	
		stories and poems; historical	place, or character and a	
	:	novels and fantasy stories] in	historical account of the	
		terms of their approaches to	same period as a means of	
		similar themes and topics").	understanding how authors	
		Apply grade 6 Reading	of fiction use or alter	
		standards to literary nonfiction	history").	
		(e.g., "Trace and evaluate the	Apply grade 7 Reading	
		argument and specific claims in	standards to literary	
			nonfiction (e.g. "Trace and	
			evaluate the argument and	
		and evidence from claims that	specific claims in a text,	
		are not").	assessing whether the	
			reasoning is sound and the	
			evidence is relevant and	
			sufficient to support the	
			claims").	

	Alignment to Common Core ELA Standar Writing: 4. Produce clear and	W.6.10. Write routinely over	W.7.10. Write routinely over	roject. All rights reserved. SL.8.1. Engage effectively
	coherent writing in which the	extended time frames (time for		a range of collaborative
	development, organization, and style	•	for research, reflection, and	discussions (one-on-one, in
	are appropriate to task, purpose, and	revision) and shorter time	revision) and shorter time	groups, and teacher-led) w
	audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade
		or two) for a range of discipline		topics, texts, and issues,
		specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas a
		audiences.	purposes, and audiences.	expressing their own clear
				Follow rules for collegi
				discussions and decision-
				making, track progress
				toward specific goals and
				deadlines, and define
				individual roles as needed
				Pose questions that
				connect the ideas of sever
				speakers and respond to
				others' questions and
				comments with relevant
				evidence, observations, an
				ideas.
				Acknowledge new
				information expressed by
				others, and, when warrant
				qualify or justify their ow
				views in light of the evide
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presented.

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Touch			SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit	SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen
		Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	-	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

study.

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ex re an sit	extended time frames (time for esearch, reflection, and revision) and shorter time frames (a single litting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	claims, evaluating the	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
fo ra co bu ex	or and participate effectively in a range of conversations and collaborations with diverse partners, uilding on others' ideas and expressing their own clearly and ersuasively.	SL.6.4. 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.	descriptions, facts, details, and examples; use appropriate eye contact,	
an in		SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

or appropriate.

indicated or appropriate.

and orally.

ouchstones Volume A Alignment to Common Core ELA Standa Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	2012 Touchstones Discussion P L.7.1. Demonstrate command	
a speaker's point of view, reasoning,			the meaning of unknown an
and use of evidence and rhetoric.	English grammar and usage		multiple-meaning words or
	when writing or speaking.	and usage when writing or	phrases based on grade 8
		speaking.	reading and content,
			choosing flexibly from a
			range of strategies.
			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
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to

the meaning of a word (e.g., precede, recede, secede).
--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

--Verify the preliminary

speech.

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Sp inf ev fol org are	peaking and Listening: 4. Present aformation, findings, and supporting vidence such that listeners can ollow the line of reasoning and the reganization, development, and style re appropriate to task, purpose, and adience.	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
spi co co	beech to a variety of contexts and communicative tasks, demonstrating command of formal English when adicated or appropriate.	Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style	language and its conventions when writing, speaking, reading, or listeningChoose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and	general academic and domain specific words and phrases; gather vocabulary knowledge

Touchstones Vo	olume A Alignment	to Common	Core FLA	Standards
TOUCHSLOHES VI	JIUILIE A AIISIIIIIEIL		COLC LLA	Jianuarus

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Language: 1. Demonstrate command	_	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
	ale a alein a the a in Come of managing	1-4	

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		Language: 2. Demonstrate command		L.7.5. Demonstrate	
			understanding of figurative	understanding of figurative	
			language, word relationships,	language, word relationships,	
		and spelling when writing.	and nuances in word meanings.	and nuances in word	
			Interpret figures of speech	meanings.	
			(e.g., personification) in	Interpret figures of speech	
			context.	(e.g., literary, biblical, and	
			Use the relationship between	mythological allusions) in	
			particular words (e.g.,	context.	
			cause/effect, part/whole,	Use the relationship	
			item/category) to better	between particular words	
			understand each of the words.	(e.g., synonym/antonym,	
			Distinguish among the	analogy) to better understand	
			connotations (associations) of	each of the words	
			words with similar denotations		
			(definitions) (e.g., stingy,		
			scrimping, economical,		
			unwasteful, thrifty).		
			, ,		
		Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
		language to understand how	accurately grade-appropriate	accurately grade-appropriate	
		language functions in different	general academic and domain-	general academic and domain	
		contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
		for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
		- ·	-		
		comprehend more fully when reading	<u> </u>	when considering a word or	
		•	phrase important to	phrase important to	
			comprehension or expression.	comprehension or	
				expression.	
	<u>. </u>				

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
7	The Turable of the		text says explicitly as well as	RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	evidence that most strongly

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	or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. 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.		RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	specific word choices on meaning and tone, including
	texts, including how specific	the narrator or speaker in a text.	author develops and contrasts	RL.8.10. 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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		RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
	Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
	the argument and specific claims in a text, including the validity of the	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	and style are appropriate to task, purpose, and audience.	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and compre	hend W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informati	onal and support from peers and	and support from peers and	literary or informational texts
texts independently and profici	ently. adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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Writing	g: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
support	t claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
substan	ntive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
valid re	easoning and relevant and	and research.	reflection, and research.	revision) and shorter time
sufficie	ent evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
		standards to literature (e.g.,	standards to literature (e.g.,	day or two.
	ľ	"Compare and contrast texts in	"Compare and contrast a	
	ı	different forms or genres [e.g.,	fictional portrayal of a time,	
		stories and poems; historical	place, or character and a	
	:	novels and fantasy stories] in	historical account of the	
		terms of their approaches to	same period as a means of	
		similar themes and topics").	understanding how authors	
		Apply grade 6 Reading	of fiction use or alter	
		standards to literary nonfiction	history").	
		(e.g., "Trace and evaluate the	Apply grade 7 Reading	
		argument and specific claims in	standards to literary	
			nonfiction (e.g. "Trace and	
			evaluate the argument and	
		and evidence from claims that	specific claims in a text,	
		are not").	assessing whether the	
			reasoning is sound and the	
			evidence is relevant and	
			sufficient to support the	
			claims").	

- Todenstone	es Volume A Alignment to Common Core ELA Standar Writing: 4. Produce clear and	W.6.10. Write routinely over	012 Touchstones Discussion P	SL.8.1. Engage effectively in
	coherent writing in which the	extended time frames (time for	•	a range of collaborative
	development, organization, and style	`	for research, reflection, and	discussions (one-on-one, in
	are appropriate to task, purpose, and	revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
	audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
		or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
		specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
		audiences.	purposes, and audiences.	expressing their own clearly.
				Follow rules for collegial
				discussions and decision-
				making, track progress
				toward specific goals and
				deadlines, and define
				individual roles as needed.
				Pose questions that
				connect the ideas of several
				speakers and respond to
				others' questions and
				comments with relevant
				evidence, observations, and
				ideas.
				Acknowledge new
				information expressed by
				others, and, when warranted,
				qualify or justify their own
				views in light of the evidenc

presented.

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		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing: 9. Draw evidence from	SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.7.1. 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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as neededAcknowledge new information expressed by others and, when warranted, modify their own views.	SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen
		literary or informational texts to support analysis, reflection, and research.	presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

study.

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	extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.4. 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.	SL.7.4. 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.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Speaking and Listening: 2. Integrate and evaluate information presented	SL.6.6. Adapt speech to a variety of contexts and tasks,	SL.7.6. Adapt speech to a variety of contexts and tasks,	L.8.3. Use knowledge of language and its conventions

demonstrating command of

or appropriate.

formal English when indicated

demonstrating command of

indicated or appropriate.

formal English when

when writing, speaking,

reading, or listening.

in diverse media and formats,

and orally.

including visually, quantitatively,

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Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	L.8.4. Determine or clarify
a speaker's point of view, reasoning,	of the conventions of standard	of the conventions of	the meaning of unknown and
and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words or
	when writing or speaking.	and usage when writing or	phrases based on grade 8
		speaking.	reading and content,
			choosing flexibly from a
			range of strategies.
			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.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,

precede, recede, secede).
--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

--Verify the preliminary

speech.

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	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	English capitalization, punctuation, and spelling when	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
	speech to a variety of contexts and communicative tasks, demonstrating	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	general academic and domain specific words and phrases; gather vocabulary knowledge

Touchstones	Volume A	Alignment to	Common	Core FLA	Standard	łc
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	Language: 1. Demonstrate command	L.6.4. Determine or clarify the	L.7.4. Determine or clarify	
	of the conventions of standard	meaning of unknown and	the meaning of unknown and	
	English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
	writing or speaking.	phrases based on grade 6	phrases based on grade 7	
		reading and content, choosing	reading and content,	
		flexibly from a range of	choosing flexibly from a	
		strategies.	range of strategies.	
		Use context (e.g., the overall	Use context (e.g., the	
		meaning of a sentence or	overall meaning of a	
		paragraph; a word's position or	sentence or paragraph; a	
		function in a sentence) as a	word's position or function	
		clue to the meaning of a word	in a sentence) as a clue to the	
		or phrase.	meaning of a word or phrase.	
		Use common, grade-	Use common, grade-	
		appropriate Greek or Latin	appropriate Greek or Latin	
		affixes and roots as clues to the	affixes and roots as clues to	
		meaning of a word (e.g.,	the meaning of a word (e.g.,	
		audience, auditory, audible).	belligerent, bellicose, rebel).	
		Consult reference materials	Consult general and	
		(e.g., dictionaries, glossaries,	specialized reference	
		thesauruses), both print and	materials (e.g., dictionaries,	
		digital, to find the	glossaries, thesauruses), both	
		pronunciation of a word or	print and digital, to find the	
		determine or clarify its precise	pronunciation of a word or	
		meaning or its part of speech.	determine or clarify its	
		Verify the preliminary	precise meaning or its part of	
		determination of the meaning	speech.	
		of a word or phrase (e.g., by	Verify the preliminary	
		lahaaliina dha infamad maanina	1 d a 4 a mars i m a 4 i a m a 6 4 la a mars a mi m a	

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	Language: 2. Demonstrate command		L.7.5. Demonstrate	
	of the conventions of standard	understanding of figurative	understanding of figurative	
	English capitalization, punctuation,	language, word relationships,	language, word relationships,	
	and spelling when writing.	and nuances in word meanings.	and nuances in word	
		Interpret figures of speech	meanings.	
		(e.g., personification) in	Interpret figures of speech	
		context.	(e.g., literary, biblical, and	
		Use the relationship between	mythological allusions) in	
		particular words (e.g.,	context.	
		cause/effect, part/whole,	Use the relationship	
		item/category) to better	between particular words	
		understand each of the words.	(e.g., synonym/antonym,	
		Distinguish among the	analogy) to better understand	
		connotations (associations) of	each of the words	
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
	Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
	language to understand how	accurately grade-appropriate	accurately grade-appropriate	
	language functions in different	general academic and domain-	general academic and domain	
	contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
	for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
	comprehend more fully when reading	-	when considering a word or	
	or listening.	phrase important to	phrase important to	
	or nstening.	1^	comprehension or	
		comprehension or expression.	-	
			expression.	

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	Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
	Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
			DY 5.4 G1 1 1 1 1	
A Man Who Couldn't See and A Man Who 8 Couldn't Walk	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	evidence that most strongly

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or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. 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.	or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	specific word choices on meaning and tone, including
texts, including how specific	the narrator or speaker in a text.	author develops and contrasts	RL.8.10. 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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	view or purpose shapes the content and style of a text.	year, read and comprehend literature, including stories,	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
	content presented in diverse formats	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
	•	G	W.7.4. 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.)	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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Writing: 1. Write argume			1
support claims in an analy		•	al texts extended time frames (time
substantive topics or texts	s, using to support analysis	reflection, to support analysis,	for research, reflection, and
valid reasoning and releva	ant and and research.	reflection, and research	h. revision) and shorter time
sufficient evidence.	Apply grade 6 Re	eadingApply grade 7 Reading	ng frames (a single sitting or a
	standards to literatu	re (e.g., standards to literature ((e.g., day or two.
	"Compare and con-	trast texts in "Compare and contrast	t a
	different forms or g	genres [e.g., fictional portrayal of a	time,
	stories and poems;	historical place, or character and	a
	novels and fantasy	stories] in historical account of th	ie
	terms of their appro	paches to same period as a mean	s of
	similar themes and	topics"). understanding how aut	ihors
	Apply grade 6 Re	eading of fiction use or alter	
	standards to literary	y nonfiction history").	
	(e.g., "Trace and ex	valuate theApply grade 7 Reading	ng
	argument and speci	fic claims in standards to literary	
	a text, distinguishir	ng claims nonfiction (e.g. "Trace	and
	that are supported b	by reasons evaluate the argument	and
	and evidence from	claims that specific claims in a tex	ιt,
	are not").	assessing whether the	
	·	reasoning is sound and	I the

evidence is relevant and sufficient to support the

claims").

Alignment to Common Core ELA Standar Writing: 4. Produce clear and	ds Copyright 2 W.6.10. Write routinely over	W.7.10. Write routinely over	
coherent writing in which the	extended time frames (time for	-	a range of collaborative
_	research, reflection, and	for research, reflection, and	discussions (one-on-one, in
are appropriate to task, purpose, and	revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
	or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
	specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas ar
	audiences.	purposes, and audiences.	expressing their own clearly
			Follow rules for collegial
			discussions and decision-
			making, track progress
			toward specific goals and
			deadlines, and define
			individual roles as needed.
			Pose questions that
			connect the ideas of severa
			speakers and respond to
			others' questions and
			comments with relevant
			evidence, observations, and
			ideas.
			Acknowledge new
			information expressed by
			others, and, when warrante
			qualify or justify their own
			views in light of the evider

presented.

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Touch			SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit	SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen
		Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	-	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

study.

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	research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	claims, evaluating the soundness of the reasoning	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and	SL.6.4. 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.	descriptions, facts, details, and examples; use appropriate eye contact,	

SL.6.6. Adapt speech to a

variety of contexts and tasks,

formal English when indicated

demonstrating command of

or appropriate.

SL.7.6. Adapt speech to a

demonstrating command of

formal English when

indicated or appropriate.

L.8.3. Use knowledge of

when writing, speaking,

reading, or listening.

variety of contexts and tasks, language and its conventions

Speaking and Listening: 2. Integrate

and evaluate information presented

including visually, quantitatively,

in diverse media and formats,

and orally.

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Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	L.8.4. Determine or clarify
a speaker's point of view, reasoning,	of the conventions of standard	of the conventions of	the meaning of unknown and
and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words or
	when writing or speaking.	and usage when writing or	phrases based on grade 8
		speaking.	reading and content,
			choosing flexibly from a
			range of strategies.
			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.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary

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info evid follo orga are a	ormation, findings, and supporting dence such that listeners can ow the line of reasoning and the anization, development, and style appropriate to task, purpose, and lience.	of the conventions of standard English capitalization, punctuation, and spelling when	standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
spee com com	ech to a variety of contexts and nmunicative tasks, demonstrating nmand of formal English when icated or appropriate.	Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style	reading, or listeningChoose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and	general academic and domain specific words and phrases; gather vocabulary knowledge

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	Language: 1. Demonstrate command	L.6.4. Determine or clarify the	L.7.4. Determine or clarify	
	of the conventions of standard	meaning of unknown and	the meaning of unknown and	
	English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
	writing or speaking.	phrases based on grade 6	phrases based on grade 7	
		reading and content, choosing	reading and content,	
		flexibly from a range of	choosing flexibly from a	
		strategies.	range of strategies.	
		Use context (e.g., the overall	Use context (e.g., the	
		meaning of a sentence or	overall meaning of a	
		paragraph; a word's position or	sentence or paragraph; a	
		function in a sentence) as a	word's position or function	
		clue to the meaning of a word	in a sentence) as a clue to the	
		or phrase.	meaning of a word or phrase.	
		Use common, grade-	Use common, grade-	
		appropriate Greek or Latin	appropriate Greek or Latin	
		affixes and roots as clues to the	affixes and roots as clues to	
		meaning of a word (e.g.,	the meaning of a word (e.g.,	
		audience, auditory, audible).	belligerent, bellicose, rebel).	
		Consult reference materials	Consult general and	
		(e.g., dictionaries, glossaries,	specialized reference	
		thesauruses), both print and	materials (e.g., dictionaries,	
		digital, to find the	glossaries, thesauruses), both	
		pronunciation of a word or	print and digital, to find the	
		determine or clarify its precise	pronunciation of a word or	
		meaning or its part of speech.	determine or clarify its	
		Verify the preliminary	precise meaning or its part of	
		determination of the meaning	speech.	
		of a word or phrase (e.g., by	Verify the preliminary	
		alea alsin a tha informad magazina	datamaination of the meaning	

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	Language: 2. Demonstrate command	L.6.5. Demonstrate	L.7.5. Demonstrate	
	S 5	understanding of figurative	understanding of figurative	
		language, word relationships,	language, word relationships,	
	and spelling when writing.	and nuances in word meanings.	and nuances in word	
	and sperming which whiting.	Interpret figures of speech	meanings.	
		(e.g., personification) in	Interpret figures of speech	
		context.	(e.g., literary, biblical, and	
		Use the relationship between		
		particular words (e.g.,	context.	
		cause/effect, part/whole,	Use the relationship	
		item/category) to better	between particular words	
		understand each of the words.	(e.g., synonym/antonym,	
		Distinguish among the	analogy) to better understand	
		connotations (associations) of	each of the words	
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
		•		
	Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
	language to understand how	accurately grade-appropriate	accurately grade-appropriate	
		general academic and domain-	general academic and domain	
	contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
	for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
	comprehend more fully when reading	•	when considering a word or	
	or listening.	phrase important to	phrase important to	
		comprehension or expression.	comprehension or	
		<u> </u>	expression.	
			-	

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
9	An Unlucky Man?		text says explicitly as well as	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	evidence that most strongly

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8		RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.8.2. Determine a theme or central idea of a text and
Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of	connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	author develops and contrasts	RL.8.10. 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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	view or purpose shapes the content and style of a text.	RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
	Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
	•	G	(Grade-specific expectations	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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	Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
	support claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
	substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
	valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
	sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
		standards to literature (e.g.,	standards to literature (e.g.,	day or two.
		"Compare and contrast texts in	"Compare and contrast a	
		different forms or genres [e.g.,	fictional portrayal of a time,	
		stories and poems; historical	place, or character and a	
		novels and fantasy stories] in	historical account of the	
		terms of their approaches to	same period as a means of	
		similar themes and topics").	understanding how authors	
		Apply grade 6 Reading	of fiction use or alter	
		standards to literary nonfiction	history").	
		(e.g., "Trace and evaluate the	Apply grade 7 Reading	
		argument and specific claims in	standards to literary	
		a text, distinguishing claims	nonfiction (e.g. "Trace and	
		that are supported by reasons	evaluate the argument and	
		and evidence from claims that	specific claims in a text,	
		are not").	assessing whether the	
			reasoning is sound and the	
			evidence is relevant and	
			sufficient to support the	
			claims").	
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Writing: 4. Produce clear and	ds Copyright 2 W.6.10. Write routinely over	W.7.10. Write routinely over	SL.8.1. Engage effectively i
coherent writing in which the	extended time frames (time for		a range of collaborative
development, organization, and style	•	for research, reflection, and	discussions (one-on-one, in
are appropriate to task, purpose, and	revision) and shorter time	revision) and shorter time	groups, and teacher-led) wi
audience.	frames (a single sitting or a day		diverse partners on grade 8
	or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
	specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas ar
	audiences.	purposes, and audiences.	expressing their own clearl
			Follow rules for collegia
			discussions and decision-
			making, track progress
			toward specific goals and
			deadlines, and define
			individual roles as needed.
			Pose questions that
			connect the ideas of severa
			speakers and respond to
			others' questions and
			comments with relevant
			evidence, observations, an
			ideas.
			Acknowledge new
			information expressed by
			others, and, when warrante
			qualify or justify their own
			views in light of the evider
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		Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Writing: 9. Draw evidence from	SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.7.1. 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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as neededAcknowledge new information expressed by others and, when warranted, modify their own views.	SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen
		literary or informational texts to support analysis, reflection, and research.	presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

study.

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	extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	findings, sequencing ideas logically and using pertinent descriptions, facts, and details	•	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Speaking and Listening: 2. Integrate and evaluate information presented	SL.6.6. Adapt speech to a variety of contexts and tasks,	SL.7.6. Adapt speech to a variety of contexts and tasks,	L.8.3. Use knowledge of language and its conventions

demonstrating command of

or appropriate.

formal English when indicated

demonstrating command of

indicated or appropriate.

formal English when

when writing, speaking,

reading, or listening.

in diverse media and formats,

and orally.

including visually, quantitatively,

Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	L.8.4. Determine or clarify
a speaker's point of view, reasoning,	of the conventions of standard	of the conventions of	the meaning of unknown and
and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words or
	when writing or speaking.	and usage when writing or	phrases based on grade 8
		speaking.	reading and content,
			choosing flexibly from a
			range of strategies.
			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.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).

specialized reference

speech.

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

--Verify the preliminary

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	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	English capitalization, punctuation, and spelling when	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
	speech to a variety of contexts and communicative tasks, demonstrating	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	general academic and domain specific words and phrases; gather vocabulary knowledge

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	Language: 1. Demonstrate command	L.6.4. Determine or clarify the	L.7.4. Determine or clarify	
	of the conventions of standard	meaning of unknown and	the meaning of unknown and	
	English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
	writing or speaking.	phrases based on grade 6	phrases based on grade 7	
		reading and content, choosing	reading and content,	
		flexibly from a range of	choosing flexibly from a	
		strategies.	range of strategies.	
		Use context (e.g., the overall	Use context (e.g., the	
		meaning of a sentence or	overall meaning of a	
		paragraph; a word's position or	sentence or paragraph; a	
		function in a sentence) as a	word's position or function	
		clue to the meaning of a word	in a sentence) as a clue to the	
		or phrase.	meaning of a word or phrase.	
		Use common, grade-	Use common, grade-	
		appropriate Greek or Latin	appropriate Greek or Latin	
		affixes and roots as clues to the	affixes and roots as clues to	
		meaning of a word (e.g.,	the meaning of a word (e.g.,	
		audience, auditory, audible).	belligerent, bellicose, rebel).	
		Consult reference materials	Consult general and	
		(e.g., dictionaries, glossaries,	specialized reference	
		thesauruses), both print and	materials (e.g., dictionaries,	
		digital, to find the	glossaries, thesauruses), both	
		pronunciation of a word or	print and digital, to find the	
		determine or clarify its precise	pronunciation of a word or	
		meaning or its part of speech.	determine or clarify its	
		Verify the preliminary	precise meaning or its part of	
		determination of the meaning	speech.	
		of a word or phrase (e.g., by	Verify the preliminary	
		alanaleina tha informad mananina	datamaination of the meaning	

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		Language: 2. Demonstrate command		L.7.5. Demonstrate	
			understanding of figurative	understanding of figurative	
			language, word relationships,	language, word relationships,	
		and spelling when writing.	and nuances in word meanings.	and nuances in word	
			Interpret figures of speech	meanings.	
			(e.g., personification) in	Interpret figures of speech	
			context.	(e.g., literary, biblical, and	
			Use the relationship between	mythological allusions) in	
			particular words (e.g.,	context.	
			cause/effect, part/whole,	Use the relationship	
			item/category) to better	between particular words	
			understand each of the words.	(e.g., synonym/antonym,	
			Distinguish among the	analogy) to better understand	
			connotations (associations) of	each of the words	
			words with similar denotations		
			(definitions) (e.g., stingy,		
			scrimping, economical,		
			unwasteful, thrifty).		
			, ,		
		Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
		language to understand how	accurately grade-appropriate	accurately grade-appropriate	
		language functions in different	general academic and domain-	general academic and domain	
		contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
		for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
		- ·	-		
		comprehend more fully when reading	<u> </u>	when considering a word or	
		•	phrase important to	phrase important to	
			comprehension or expression.	comprehension or	
				expression.	
	<u>. </u>				

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
10		determine what the text says explicitly and to make logical	text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	evidence that most strongly

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Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. Determine a theme or central idea of a text and how it	or central idea of a text and analyze its development over the course of the text; provide an objective	RL.8.2. Determine a theme or central idea of a text and
Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	particular elements of a story or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	connotative meanings; analyze the impact of specific word choices on meaning and tone, including
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	develops the point of view of the narrator or speaker in a text.	author develops and contrasts the points of view of different characters or narrators in a text.	RL.8.10. 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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		RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
	Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
	the argument and specific claims in a text, including the validity of the	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	and style are appropriate to task, purpose, and audience.	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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		Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
		support claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
		substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
		valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
		sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
			standards to literature (e.g.,	standards to literature (e.g.,	day or two.
			"Compare and contrast texts in	"Compare and contrast a	
			different forms or genres [e.g.,	fictional portrayal of a time,	
			stories and poems; historical	place, or character and a	
			novels and fantasy stories] in	historical account of the	
			terms of their approaches to	same period as a means of	
			similar themes and topics").	understanding how authors	
			Apply grade 6 Reading	of fiction use or alter	
			standards to literary nonfiction	history").	
			(e.g., "Trace and evaluate the	Apply grade 7 Reading	
			argument and specific claims in	standards to literary	
			a text, distinguishing claims	nonfiction (e.g. "Trace and	
			that are supported by reasons	evaluate the argument and	
			and evidence from claims that	specific claims in a text,	
			are not").	assessing whether the	
				reasoning is sound and the	
				evidence is relevant and	
				sufficient to support the	
				claims").	

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Writing: 4. Produce clear and	W.6.10. Write routinely over		SL.8.1. Engage effectively in
coherent writing in which the	extended time frames (time for	extended time frames (time	a range of collaborative
development, organization, and sty	le research, reflection, and	for research, reflection, and	discussions (one-on-one, in
are appropriate to task, purpose, an	d revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
	or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
	specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
	audiences.	purposes, and audiences.	expressing their own clearly.
			Follow rules for collegial
			discussions and decision-
			making, track progress
			toward specific goals and
			deadlines, and define
			individual roles as needed.
			Pose questions that
			connect the ideas of several
			speakers and respond to
			others' questions and
			comments with relevant
			evidence, observations, and
			ideas.
			Acknowledge new
			information expressed by
			others, and, when warranted,
			qualify or justify their own
			views in light of the evidence

presented.

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Touchstones Volume A Al	Writing: 5. Develop and strengthen	SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.7.1. 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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as neededAcknowledge new information expressed by others and, when warranted,	SL.8.4. 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
		SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	modify their own views. SL.7.2. Analyze the main ideas and supporting details	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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	Writing: 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 tasks, purposes, and audiences.	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.4. 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.	SL.7.4. 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.	
	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively,	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

or appropriate.

indicated or appropriate.

and orally.

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Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	L.8.4. Determine or clarify
a speaker's point of view, reasoning	of the conventions of standard	of the conventions of	the meaning of unknown and
and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words or
	when writing or speaking.	and usage when writing or	phrases based on grade 8
		speaking.	reading and content,
			choosing flexibly from a
			range of strategies.
			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.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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

--Verify the preliminary

speech.

precise meaning or its part of

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Speaking a	nd Listening: 4. Present	L.6.2. Demonstrate command	L.7.2. Demonstrate command	L.8.5. Demonstrate
information	n, findings, and supporting	of the conventions of standard	of the conventions of	understanding of figurative
evidence su	ich that listeners can	English capitalization,	standard English	language, word relationships,
follow the l	line of reasoning and the	punctuation, and spelling when	capitalization, punctuation,	and nuances in word
organizatio	n, development, and style	writing.	and spelling when writing.	meanings.
are appropr	riate to task, purpose, and	Use punctuation (commas,	Spell correctly.	Interpret figures of speech
audience.		parentheses, dashes) to set off		(e.g. verbal irony, puns) in
		nonrestrictive/parenthetical		context.
		elements.		Use the relationship
		Spell correctly.		between particular words to
				better understand each of the
				words.
Speaking a	nd Listening: 6. Adapt	L.6.3. Use knowledge of	L.7.3. Use knowledge of	L.8.6. Acquire and use
speech to a	variety of contexts and	language and its conventions	language and its conventions	accurately grade-appropriate
communica	ative tasks, demonstrating	when writing, speaking,	when writing, speaking,	general academic and domain
command o	of formal English when	reading, or listening.	reading, or listening.	specific words and phrases;
indicated or	r appropriate.	Vary sentence patterns for	Choose language that	gather vocabulary knowledge
		meaning, reader/listener	expresses ideas precisely and	when considering a word or
		interest, and style.*	concisely, recognizing and	phrase important to
		Maintain consistency in style	eliminating wordiness and	comprehension or
		and tone.*	redundancy.*	expression.

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Language: 1. Demonstrate command	I. 6.4 Determine or clarify the	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
writing of speaking.	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
		_	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	_	ĺ ,	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
	also alsing the information	determination of the meaning	

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Language: 2. Demonstrate command of the conventions of standard understanding of figurative language, word relationships, and spelling when writing. L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
English capitalization, punctuation, and spelling when writing. language, word relationships, and nuances in word meanings. language, word relationships, and nuances in word
and spelling when writing. and nuances in word meanings. and nuances in word
Intermed frequency of smooth amountings
Interpret figures of speech meanings.
(e.g., personification) inInterpret figures of speech
context. (e.g., literary, biblical, and
Use the relationship between mythological allusions) in
particular words (e.g., context.
cause/effect, part/whole,Use the relationship
item/category) to better between particular words
understand each of the words. (e.g., synonym/antonym,
Distinguish among the analogy) to better understand
connotations (associations) of each of the words
words with similar denotations
(definitions) (e.g., stingy,
scrimping, economical,
unwasteful, thrifty).
Language: 3. Apply knowledge of L.6.6. Acquire and use L.7.6. Acquire and use
language to understand how accurately grade-appropriate accurately grade-appropriate
language functions in different general academic and domain-general academic and domain-
contexts, to make effective choices specific words and phrases; specific words and phrases;
for meaning or style, and to gather vocabulary knowledge gather vocabulary knowledge
comprehend more fully when reading when considering a word or when considering a word or
or listening. phrase important to phrase important to
comprehension or expression. comprehension or
expression.

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
11			RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says	evidence that most strongly

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	or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. 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.		RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	specific word choices on meaning and tone, including
	texts, including how specific	the narrator or speaker in a text.	author develops and contrasts	RL.8.10. 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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Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	W.7.4. 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.)	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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		Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
		support claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
		substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
		valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
		sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
			standards to literature (e.g.,	standards to literature (e.g.,	day or two.
			"Compare and contrast texts in	"Compare and contrast a	
			different forms or genres [e.g.,	fictional portrayal of a time,	
			stories and poems; historical	place, or character and a	
			novels and fantasy stories] in	historical account of the	
			terms of their approaches to	same period as a means of	
			similar themes and topics").	understanding how authors	
			Apply grade 6 Reading	of fiction use or alter	
			standards to literary nonfiction	history").	
			(e.g., "Trace and evaluate the	Apply grade 7 Reading	
			argument and specific claims in	standards to literary	
			a text, distinguishing claims	nonfiction (e.g. "Trace and	
			that are supported by reasons	evaluate the argument and	
			and evidence from claims that	specific claims in a text,	
			are not").	assessing whether the	
				reasoning is sound and the	
				evidence is relevant and	
				sufficient to support the	
				claims").	

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Writing: 4. Produce clear and	W.6.10. Write routinely over		SL.8.1. Engage effectively in
coherent writing in which the	extended time frames (time for	extended time frames (time	a range of collaborative
development, organization, and sty	le research, reflection, and	for research, reflection, and	discussions (one-on-one, in
are appropriate to task, purpose, an	d revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
	or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
	specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
	audiences.	purposes, and audiences.	expressing their own clearly.
			Follow rules for collegial
			discussions and decision-
			making, track progress
			toward specific goals and
			deadlines, and define
			individual roles as needed.
			Pose questions that
			connect the ideas of several
			speakers and respond to
			others' questions and
			comments with relevant
			evidence, observations, and
			ideas.
			Acknowledge new
			information expressed by
			others, and, when warranted,
			qualify or justify their own
			views in light of the evidence

presented.

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Writing: 5. Dev	elop and strengthen	SL.6.1. Engage effectively in a	SL.7.1. Engage effectively in	SL.8.4. Present claims and
writing as neede	ed by planning,	range of collaborative	a range of collaborative	findings, emphasizing salient
revising, editing	g, rewriting, or trying	discussions (one-on-one, in	discussions (one-on-one, in	points in a focused, coherent
a new approach	•	groups, and teacher-led) with	groups, and teacher-led) with	manner with relevant
		diverse partners on grade 6	diverse partners on grade 7	evidence, sound valid
		topics, texts, and issues,	topics, texts, and issues,	reasoning, and well-chosen
		building on others' ideas and	building on others' ideas and	details; use appropriate eye
		expressing their own clearly.	expressing their own clearly.	contact, adequate volume,
		Follow rules for collegial	Follow rules for collegial	and clear pronunciation.
		discussions, set specific goals	discussions, track progress	
		and deadlines, and define	toward specific goals and	
			deadlines, and define	
		1 1	individual roles as needed.	
		questions with elaboration and	Pose questions that elicit	
		detail by making comments that	•	
		_	others' questions and	
		issue under discussion.	comments with relevant	
		Review the key ideas	observations and ideas that	
		_	bring the discussion back on	
			topic as needed.	
		perspectives through reflection	Acknowledge new	
		and paraphrasing.	information expressed by	
			others and, when warranted,	
			modify their own views.	
Writing: 9. Dray	w evidence from	SL.6.2. Interpret information	SL.7.2. Analyze the main	SL.8.6. Adapt speech to a
literary or inform		-	ideas and supporting details	variety of contexts and tasks,
support analysis		formats (e.g., visually,		demonstrating command of
research.	•	quantitatively, orally) and	and formats (e.g., visually,	formal English when
		explain how it contributes to a	quantitatively, orally) and	indicated or appropriate.
		topic, text, or issue under	explain how the ideas clarify	** *
		study.	a topic, text, or issue under	
			study.	

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	research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and	SL.6.4. 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.	SL.7.4. 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.	
		SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

or appropriate.

indicated or appropriate.

and orally.

Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	roject. All rights reserve L.8.4. Determine or cla
a speaker's point of view, reasoning,		of the conventions of	the meaning of unknow
	English grammar and usage	standard English grammar	multiple-meaning word
	when writing or speaking.	and usage when writing or	phrases based on grade
		speaking.	reading and content,
			choosing flexibly from
			range of strategies.
			Use context (e.g., the
			overall meaning of a
			sentence or paragraph;
			word's position or func
			in a sentence) as a clue
			meaning of a word or p
			Use common, grade-
			appropriate Greek or La
			affixes and roots as clu-
			the meaning of a word
			precede, recede, secede
			Consult general and
			specialized reference
			materials (e.g., dictiona
			glossaries, thesauruses)
			print and digital, to find
			pronunciation of a word
			determine or clarify its
			precise meaning or its p
•	•		

speech.
--Verify the preliminary

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Speaking and	d Listening: 4. Present	L.6.2. Demonstrate command	L.7.2. Demonstrate command	L.8.5. Demonstrate
information,	findings, and supporting	of the conventions of standard	of the conventions of	understanding of figurative
evidence suc	ch that listeners can	English capitalization,	standard English	language, word relationships,
follow the lin	ne of reasoning and the	punctuation, and spelling when	capitalization, punctuation,	and nuances in word
organization	, development, and style	writing.	and spelling when writing.	meanings.
are appropria	ate to task, purpose, and	Use punctuation (commas,	Spell correctly.	Interpret figures of speech
audience.		parentheses, dashes) to set off		(e.g. verbal irony, puns) in
		nonrestrictive/parenthetical		context.
		elements.		Use the relationship
		Spell correctly.		between particular words to
				better understand each of the
				words.
Speaking and	d Listening: 6. Adapt	L.6.3. Use knowledge of	L.7.3. Use knowledge of	L.8.6. Acquire and use
speech to a v	variety of contexts and	language and its conventions	language and its conventions	accurately grade-appropriate
communicat	ive tasks, demonstrating	when writing, speaking,	when writing, speaking,	general academic and domain
command of	formal English when	reading, or listening.	reading, or listening.	specific words and phrases;
indicated or	appropriate.	Vary sentence patterns for	Choose language that	gather vocabulary knowledge
		meaning, reader/listener	expresses ideas precisely and	when considering a word or
		interest, and style.*	concisely, recognizing and	phrase important to
		Maintain consistency in style	eliminating wordiness and	comprehension or
		and tone.*	redundancy.*	expression.

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Language: 1. Demonstrate command	L.6.4. Determine or clarify the	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
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Language: 2. Demonstrate command		L.7.5. Demonstrate	
of the conventions of standard	understanding of figurative	understanding of figurative	
English capitalization, punctuation,	language, word relationships,	language, word relationships,	
and spelling when writing.	and nuances in word meanings.	and nuances in word	
	Interpret figures of speech	meanings.	
	(e.g., personification) in	Interpret figures of speech	
	context.	(e.g., literary, biblical, and	
	Use the relationship between	mythological allusions) in	
	particular words (e.g.,	context.	
	cause/effect, part/whole,	Use the relationship	
	item/category) to better	between particular words	
	understand each of the words.	(e.g., synonym/antonym,	
	Distinguish among the	analogy) to better understand	
	connotations (associations) of	each of the words	
	words with similar denotations		
	(definitions) (e.g., stingy,		
	scrimping, economical,		
	unwasteful, thrifty).		
Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
language to understand how	accurately grade-appropriate	accurately grade-appropriate	
language functions in different	general academic and domain-	general academic and domain	
contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
comprehend more fully when reading		when considering a word or	
or listening.	phrase important to	phrase important to	
or notening.	comprehension or expression.	comprehension or	
	comprehension of expression.	expression.	
		expression.	

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
12 T		determine what the text says explicitly and to make logical	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says	RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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	or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. 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.		RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	specific word choices on meaning and tone, including
	texts, including how specific	the narrator or speaker in a text.	author develops and contrasts	RL.8.10. 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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		RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
	Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
	the argument and specific claims in a text, including the validity of the	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	and style are appropriate to task, purpose, and audience.	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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		Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
		support claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
		substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
		valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
		sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
			standards to literature (e.g.,	standards to literature (e.g.,	day or two.
			"Compare and contrast texts in	"Compare and contrast a	
			different forms or genres [e.g.,	fictional portrayal of a time,	
			stories and poems; historical	place, or character and a	
			novels and fantasy stories] in	historical account of the	
			terms of their approaches to	same period as a means of	
			similar themes and topics").	understanding how authors	
			Apply grade 6 Reading	of fiction use or alter	
			standards to literary nonfiction	history").	
			(e.g., "Trace and evaluate the	Apply grade 7 Reading	
			argument and specific claims in	standards to literary	
			a text, distinguishing claims	nonfiction (e.g. "Trace and	
			that are supported by reasons	evaluate the argument and	
			and evidence from claims that	specific claims in a text,	
			are not").	assessing whether the	
				reasoning is sound and the	
				evidence is relevant and	
				sufficient to support the	
				claims").	

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		Writing: 4. Produce clear and	W.6.10. Write routinely over	W.7.10. Write routinely over	SL.8.1. Engage effectively in
		coherent writing in which the	extended time frames (time for	extended time frames (time	a range of collaborative
		development, organization, and style	research, reflection, and	for research, reflection, and	discussions (one-on-one, in
		are appropriate to task, purpose, and	revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
		audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
			or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
			specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
			audiences.	purposes, and audiences.	expressing their own clearly.
					Follow rules for collegial
					discussions and decision-
					making, track progress
					toward specific goals and
					deadlines, and define
					individual roles as needed.
					Pose questions that
					connect the ideas of several
					speakers and respond to
					others' questions and
					comments with relevant
					evidence, observations, and
					ideas.
					Acknowledge new
					information expressed by
					others, and, when warranted,
					qualify or justify their own
					views in light of the evidence

presented.

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	Writing: 5. Develop and strengthen	SL.6.1. Engage effectively in a	SL.7.1. Engage effectively in	SL.8.4. Present claims and
	writing as needed by planning,	range of collaborative	a range of collaborative	findings, emphasizing salient
	revising, editing, rewriting, or trying	discussions (one-on-one, in	discussions (one-on-one, in	points in a focused, coherent
	a new approach.	groups, and teacher-led) with	groups, and teacher-led) with	manner with relevant
		diverse partners on grade 6	diverse partners on grade 7	evidence, sound valid
		topics, texts, and issues,	topics, texts, and issues,	reasoning, and well-chosen
		building on others' ideas and		details; use appropriate eye
		expressing their own clearly.	expressing their own clearly.	contact, adequate volume,
		Follow rules for collegial	Follow rules for collegial	and clear pronunciation.
		discussions, set specific goals	discussions, track progress	
		and deadlines, and define	toward specific goals and	
		individual roles as needed.	deadlines, and define	
		Pose and respond to specific	individual roles as needed.	
		questions with elaboration and	Pose questions that elicit	
		detail by making comments that	_	
		contribute to the topic, text, or	others' questions and	
		issue under discussion.	comments with relevant	
		Review the key ideas	observations and ideas that	
		expressed and demonstrate	bring the discussion back on	
		understanding of multiple	topic as needed.	
		perspectives through reflection	Acknowledge new	
		and paraphrasing.	information expressed by	
			others and, when warranted,	
			modify their own views.	
	Writing: 9. Draw evidence from	SL.6.2. Interpret information	SL.7.2. Analyze the main	SL.8.6. Adapt speech to a
	literary or informational texts to	-	ideas and supporting details	variety of contexts and tasks,
	support analysis, reflection, and	formats (e.g., visually,	presented in diverse media	demonstrating command of
	research.	quantitatively, orally) and	and formats (e.g., visually,	formal English when
		explain how it contributes to a	quantitatively, orally) and	indicated or appropriate.
		topic, text, or issue under	explain how the ideas clarify	
		study.	a topic, text, or issue under	
			study.	

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	Writing: 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	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	range of conversations and collaborations with diverse partners, building on others' ideas and	SL.6.4. 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.	manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats,	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of	_	L.8.3. Use knowledge of language and its conventions when writing, speaking,

or appropriate.

formal English when indicated formal English when

indicated or appropriate.

reading, or listening.

including visually, quantitatively,

and orally.

Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	roject. All rights reserved. L.8.4. Determine or clarify
a speaker's point of view, reasoning,	of the conventions of standard	of the conventions of	the meaning of unknown a
and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words of
	when writing or speaking.	and usage when writing or	phrases based on grade 8
		speaking.	reading and content,
			choosing flexibly from a
			range of strategies.
			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
			meaning of a word or phr
			Use common, grade-
			appropriate Greek or Lati
			affixes and roots as clues
			the meaning of a word (e
			precede, recede, secede).
			Consult general and
			specialized reference
			materials (e.g., dictionario
			glossaries, thesauruses), b
			print and digital, to find the
			pronunciation of a word of
			determine or clarify its
			precise meaning or its par
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speech.
--Verify the preliminary

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	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	English capitalization, punctuation, and spelling when	standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	eliminating wordiness and	general academic and domain specific words and phrases; gather vocabulary knowledge

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Touchstones volume.	a Alignment to Common	Core ELA Standards

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Language: 1. Demonstrate command	L.6.4. Determine or clarify the	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
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	Language: 2. Demonstrate command	L.6.5. Demonstrate	L.7.5. Demonstrate	
	of the conventions of standard	understanding of figurative	understanding of figurative	
	English capitalization, punctuation,	language, word relationships,	language, word relationships,	
	and spelling when writing.	and nuances in word meanings.	and nuances in word	
		Interpret figures of speech	meanings.	
		(e.g., personification) in	Interpret figures of speech	
		context.	(e.g., literary, biblical, and	
		Use the relationship between	mythological allusions) in	
		particular words (e.g.,	context.	
		cause/effect, part/whole,	Use the relationship	
		item/category) to better	between particular words	
		understand each of the words.	(e.g., synonym/antonym,	
		Distinguish among the	analogy) to better understand	
		connotations (associations) of	each of the words	
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
	Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
	language to understand how	accurately grade-appropriate	accurately grade-appropriate	
	language functions in different	general academic and domain-	general academic and domain	
	contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
	for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
	comprehend more fully when reading	when considering a word or	when considering a word or	
	or listening.	phrase important to	phrase important to	
		comprehension or expression.	comprehension or	
			expression.	

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
			DV 6.1 Classical and a second	DISTA CITY IN CO.	DV 0.1 C' 1 1 1
13		1 2	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says	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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<u> </u>	RI.6.2. 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.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
individuals, events, and ideas	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	•	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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Reading: 6. Assess how point of	RI.6.6. Determine an author's	RI.7.6. Determine an	RI.8.6. Determine an
view or purpose shapes the content	point of view or purpose in a	author's point of view or	author's point of view or
and style of a text.	text and explain how it is conveyed in the text.	purpose in a text and analyze	purpose in a text and analyze how the author acknowledges
	·	his or her position from that of others.	and responds to conflicting evidence or viewpoints.
		of others.	evidence of viewpoints.
Reading: 7. Integrate and evaluate content presented in diverse formats	<u> </u>	RI.7.8. Trace and evaluate the argument and specific	RI.8.8. Delineate and evaluate the argument and
and media, including visually and quantitatively, as well as in words.	formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.6.8. 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.	RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Reading: 10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

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Writing: 1. Write arguments to	W.6.1. Write arguments to	W.7.4. Produce clear and	W.8.4. Produce clear and
support claims in an analysis of	support claims with clear	coherent writing in which the	coherent writing in which the
substantive topics or texts, using	reasons and relevant evidence.	development, organization,	development, organization,
valid reasoning and relevant and		and style are appropriate to	and style are appropriate to
sufficient evidence.		task, purpose, and audience.	task, purpose, and audience.
		(Grade-specific expectations	(Grade-specific expectations
		for writing types are defined	for writing types are defined
		in standards 1–3 above.)	in standards 1–3 above.)
Writing: 4. Produce clear and	W.6.4. Produce clear and	W.7.5. With some guidance	W.8.5. With some guidance
coherent writing in which the	coherent writing in which the	and support from peers and	and support from peers and
development, organization, and style	development, organization, and	adults, develop and	adults, develop and
are appropriate to task, purpose, and	style are appropriate to task,	strengthen writing as needed	strengthen writing as needed
audience.	purpose, and audience. (Grade-	by planning, revising,	by planning, revising,
	specific expectations for	editing, rewriting, or trying a	editing, rewriting, or trying a
	writing types are defined in	new approach, focusing on	new approach, focusing on
	standards 1–3 above.)	how well purpose and	how well purpose and

audience have been

addressed.

audience have been

addressed.

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Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
	revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
	trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
		"Compare and contrast a	"Analyze how a modern
		fictional portrayal of a time,	work of fiction draws on
		_	themes, patterns of events, or
		historical account of the	character types from myths,
		1	traditional stories, or
		_	religious works such as the
		of fiction use or alter	Bible, including describing
			how the material is rendered
			new").
		standards to literary	Apply grade 8 Reading
		nonfiction (e.g. "Trace and	standards to literary
		_	nonfiction (e.g., "Delineate
		specific claims in a text,	and evaluate the argument
		assessing whether the	and specific claims in a text,
		reasoning is sound and the	assessing whether the
		evidence is relevant and	reasoning is sound and the
		sufficient to support the	evidence is relevant and
		claims").	sufficient; recognize when
			irrelevant evidence is
			introduced").
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V	Writing: 9. Draw evidence from	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
1	literary or informational texts to	literary or informational texts	extended time frames (time	extended time frames (time
S	support analysis, reflection, and	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
ļ r	research.	and research.	revision) and shorter time	revision) and shorter time
		Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
		standards to literature (e.g.,	day or two) for a range of	day or two.
		"Compare and contrast texts in	discipline-specific tasks,	
		different forms or genres [e.g.,	purposes, and audiences.	
		stories and poems; historical		
		novels and fantasy stories] in		
		terms of their approaches to		
		similar themes and topics").		
		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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	Writing: 10. Write routinely over	W.6.10. Write routinely over	SL.7.1. Engage effectively in	SL.8.1. Engage effectively in
	extended time frames (time for	extended time frames (time for	a range of collaborative	a range of collaborative
	research, reflection, and revision)	research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
	and shorter time frames (a single	revision) and shorter time	groups, and teacher-led) with	groups, and teacher-led) with
	sitting or a day or two) for a range of	frames (a single sitting or a day	diverse partners on grade 7	diverse partners on grade 8
	tasks, purposes, and audiences.	or two) for a range of discipline	_	topics, texts, and issues,
		specific tasks, purposes, and	building on others' ideas and	building on others' ideas and
		audiences.	expressing their own clearly.	expressing their own clearly.
			Follow rules for collegial	Follow rules for collegial
			discussions, track progress	discussions and decision-
			toward specific goals and	making, track progress
			deadlines, and define	toward specific goals and
			individual roles as needed.	deadlines, and define
			Pose questions that elicit	individual roles as needed.
			elaboration and respond to	Pose questions that
			others' questions and	connect the ideas of several
			comments with relevant	speakers and respond to
			observations and ideas that	others' questions and
			bring the discussion back on	comments with relevant
			topic as needed.	evidence, observations, and
			Acknowledge new	ideas.
			information expressed by	Acknowledge new
			1	1

others and, when warranted,

modify their own views.

information expressed by

presented.

others, and, when warranted, qualify or justify their own views in light of the evidence

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	Speaking and Listening: 1. Prepare	SL.6.1. Engage effectively in a		SL.8.2. Analyze the purpose
	for and participate effectively in a	range of collaborative	ideas and supporting details	of information presented in
	range of conversations and	discussions (one-on-one, in	presented in diverse media	diverse media and formats
	collaborations with diverse partners,	groups, and teacher-led) with	and formats (e.g., visually,	(e.g., visually, quantitatively,
	building on others' ideas and	diverse partners on grade 6	quantitatively, orally) and	orally) and evaluate the
	expressing their own clearly and	topics, texts, and issues,	explain how the ideas clarify	motives (e.g., social,
	persuasively.	building on others' ideas and	a topic, text, or issue under	commercial, political) behind
		expressing their own clearly.	study.	its presentation.
		Follow rules for collegial		
		discussions, set specific goals		
		and deadlines, and define		
		individual roles as needed.		
		Pose and respond to specific		
		questions with elaboration and		
		detail by making comments that	t	
		contribute to the topic, text, or		
		issue under discussion.		
		Review the key ideas		
		expressed and demonstrate		
		understanding of multiple		
		perspectives through reflection		
		and paraphrasing.		
	Speaking and Listening: 2. Integrate	SL.6.2. Interpret information	SL.7.3. Delineate a speaker's	
	and evaluate information presented	presented in diverse media and	argument and specific	findings, emphasizing salient
	in diverse media and formats,	formats (e.g., visually,	claims, evaluating the	points in a focused, coherent
	including visually, quantitatively,	quantitatively, orally) and	soundness of the reasoning	manner with relevant
	and orally.	explain how it contributes to a	and the relevance and	evidence, sound valid
		topic, text, or issue under	sufficiency of the evidence.	reasoning, and well-chosen
		study.		details; use appropriate eye
				contact, adequate volume,
				and clear pronunciation.
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	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	findings, emphasizing salient points in a focused, coherent manner with pertinent	SL.8.6. Adapt speech to a
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.6.4. 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.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	of the conventions of	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	standard English	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Language: 2. Demonstrate command		L.7.3. Use knowledge of	L.8.4. Determine or clarify
of the conventions of standard	of the conventions of standard	language and its conventions	the meaning of unknown and
English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
and spelling when writing.	punctuation, and spelling when	reading, or listening.	phrases based on grade 8
	writing.	Choose language that	reading and content,
	Use punctuation (commas,	expresses ideas precisely and	choosing flexibly from a
	parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
	nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
	elements.	redundancy.*	overall meaning of a
	Spell correctly.		sentence or paragraph; a
			word's position or function
			in a sentence) as a clue to the
			meaning of a word or phrase.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary
			1.4

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	Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
	language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
	language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
	contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
	for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
	comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
	or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
		Maintain consistency in style	Use context (e.g., the	context.
		and tone.*	overall meaning of a	Use the relationship
			sentence or paragraph; a	between particular words to
			word's position or function	better understand each of the
			in a sentence) as a clue to the	words.
			meaning of a word or phrase.	
			Use common, grade-	
			appropriate Greek or Latin	
			affixes and roots as clues to	
			the meaning of a word (e.g.,	
			belligerent, bellicose, rebel).	
			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.	
			Verify the preliminary	
			dotomorio otiono of the ome on inc	

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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases	multiple-meaning words and	language, word relationships,	general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
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Language: 5. Demonstrate	L.6.5. Demonstrate	L.7.6. Acquire and use	
understanding of word relati	,	accurately grade-appropriate	
and nuances in word meaning		general academic and domain	
	and nuances in word meanings.	specific words and phrases;	
	Interpret figures of speech	gather vocabulary knowledge	
	(e.g., personification) in	when considering a word or	
	context.	phrase important to	
	Use the relationship between	comprehension or	
	particular words (e.g.,	expression.	
	cause/effect, part/whole,		
	item/category) to better		
	understand each of the words.		
	Distinguish among the		
	connotations (associations) of		
	words with similar denotations		
	(definitions) (e.g., stingy,		
	scrimping, economical,		
	unwasteful, thrifty).		
	• • • • • • • • • • • • • • • • • • • •		
Language: 6. Acquire and us	•		
accurately a range of general	• • • • • • • • • • • • • • • • • • • •		
•	ic words general academic and domain-		
and phrases sufficient for rea			
	ing at the gather vocabulary knowledge		
college and career readiness	level; when considering a word or		
demonstrate independence in	phrase important to		
gathering vocabulary knowle	edge comprehension or expression.		
when considering a word or	phrase		
important to comprehension	or		1

14	determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. Determine a theme or	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and	RL.8.1. Cite the textual evidence that most strongly
		RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	meanings, and analyze how specific	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		author develops and contrasts	RL.8.9. Analyze how a
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.10. 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.	RL.7.10. 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.	RL.8.10. 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.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	C	W.8.4. 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.)

complex literary and informational texts independently and proficiently.	W.6.5. 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.	strengthen writing as needed by planning, revising,	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). 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").	literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). 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	W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

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		Writing: 4. Produce clear and	W.6.10. Write routinely over	W.7.10. Write routinely over	W.8.10. Write routinely over
		coherent writing in which the	extended time frames (time for	extended time frames (time	extended time frames (time
		development, organization, and style	research, reflection, and	for research, reflection, and	for research, reflection, and
		are appropriate to task, purpose, and	revision) and shorter time	revision) and shorter time	revision) and shorter time
		audience.	frames (a single sitting or a day	frames (a single sitting or a	frames (a single sitting or a
			or two) for a range of discipline	day or two) for a range of	day or two.
			specific tasks, purposes, and	discipline-specific tasks,	
			audiences.	purposes, and audiences.	
		Writing: 5. Develop and strengthen	SL.6.1. Engage effectively in a	SL.7.1. Engage effectively in	SL.8.1. Engage effectively in
			range of collaborative	C	a range of collaborative
		revising, editing, rewriting, or trying	discussions (one-on-one, in	•	discussions (one-on-one, in
		a new approach.	groups, and teacher-led) with		groups, and teacher-led) with
			diverse partners on grade 6	_	diverse partners on grade 8
			topics, texts, and issues,	topics, texts, and issues,	topics, texts, and issues,
			building on others' ideas and	building on others' ideas and	_
			expressing their own clearly.	expressing their own clearly.	
			Follow rules for collegial	Follow rules for collegial	Follow rules for collegial
			discussions, set specific goals	discussions, track progress	discussions and decision-
			and deadlines, and define	toward specific goals and	making, track progress
			individual roles as needed.	deadlines, and define	toward specific goals and
			Pose and respond to specific	individual roles as needed.	deadlines, and define
			questions with elaboration and	Pose questions that elicit	individual roles as needed.
			detail by making comments that	•	Pose questions that
			contribute to the topic, text, or	others' questions and	connect the ideas of several
			issue under discussion.	comments with relevant	speakers and respond to
			Review the key ideas	observations and ideas that	others' questions and
			expressed and demonstrate	bring the discussion back on	comments with relevant
			understanding of multiple	topic as needed.	evidence, observations, and
			perspectives through reflection	Acknowledge new	ideas.
			and paraphrasing.	information expressed by	Acknowledge new
				others and, when warranted,	information expressed by
				modify their own views.	others, and, when warranted,
					qualify or justify their own
					views in light of the evidence
					presented.

Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify	SL.8.4. 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.
Writing: 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 tasks, purposes, and audiences.	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.4. 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.	SL.7.4. 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.	
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	formal English when	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.

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	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	English capitalization, punctuation, and spelling when	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.4. 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 strategiesUse 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 phraseUse common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede)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 speechVerify the preliminary

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	Speaking and Listening: 6. Adapt	L.6.3. Use knowledge of	L.7.3. Use knowledge of	L.8.5. Demonstrate
	speech to a variety of contexts and	language and its conventions	language and its conventions	understanding of figurative
	communicative tasks, demonstrating	when writing, speaking,	when writing, speaking,	language, word relationships,
	command of formal English when	reading, or listening.	reading, or listening.	and nuances in word
	indicated or appropriate.	Vary sentence patterns for	Choose language that	meanings.
		meaning, reader/listener	expresses ideas precisely and	Interpret figures of speech
		interest, and style.*	concisely, recognizing and	(e.g. verbal irony, puns) in
		Maintain consistency in style	eliminating wordiness and	context.
		and tone.*	redundancy.*	Use the relationship
				between particular words to
				better understand each of the
				words.

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Language: 1. Demonstrate command			L.8.6. Acquire and use
of the conventions of standard	meaning of unknown and	the meaning of unknown and	_
English grammar and usage when	multiple-meaning words and	_	general academic and domain
writing or speaking.	phrases based on grade 6	phrases based on grade 7	specific words and phrases;
writing or speaking.	reading and content, choosing	reading and content,	gather vocabulary knowledge
	flexibly from a range of	choosing flexibly from a	when considering a word or
	strategies.	range of strategies.	phrase important to
	Use context (e.g., the overall	Use context (e.g., the	comprehension or
	meaning of a sentence or	overall meaning of a	expression.
	paragraph; a word's position or	C	expression.
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
		ŕ	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
	also alsima the informed meaning	latemain et an estate an en in e	

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	Language: 2. Demonstrate command	L.6.5. Demonstrate	L.7.5. Demonstrate	
	of the conventions of standard	understanding of figurative	understanding of figurative	
	English capitalization, punctuation,	language, word relationships,	language, word relationships,	
	and spelling when writing.	and nuances in word meanings.	and nuances in word	
		Interpret figures of speech	meanings.	
		(e.g., personification) in	Interpret figures of speech	
		context.	(e.g., literary, biblical, and	
		Use the relationship between	mythological allusions) in	
		particular words (e.g.,	context.	
		cause/effect, part/whole,	Use the relationship	
		item/category) to better	between particular words	
		understand each of the words.	(e.g., synonym/antonym,	
		Distinguish among the	analogy) to better understand	
		connotations (associations) of	each of the words	
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
		L.6.6. Acquire and use	L.7.6. Acquire and use	
	language to understand how	accurately grade-appropriate	accurately grade-appropriate	
	language functions in different	general academic and domain-	general academic and domain	
	contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
	for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
	comprehend more fully when reading		when considering a word or	
	or listening.	phrase important to	phrase important to	
		comprehension or expression.	comprehension or	
			expression.	

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
15		- ·	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says	RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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	RI.6.2. 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.	and analyze their	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
individuals, events, and ideas	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	interactions between	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	text, including figurative, connotative, and technical	RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	an author uses to organize a	RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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		RI.6.6. Determine an author's	RI.7.6. Determine an	RI.8.6. Determine an
	view or purpose shapes the content	point of view or purpose in a	author's point of view or	author's point of view or
	and style of a text.	text and explain how it is	* *	purpose in a text and analyze
		conveyed in the text.	how the author distinguishes	how the author acknowledges
			his or her position from that	and responds to conflicting
			of others.	evidence or viewpoints.
	Reading: 7. Integrate and evaluate	RI.6.7. Integrate information	RI.7.8. Trace and evaluate	RI.8.8. Delineate and
	content presented in diverse formats	presented in different media or	the argument and specific	evaluate the argument and
	and media, including visually and	formats (e.g., visually,	claims in a text, assessing	specific claims in a text,
	quantitatively, as well as in words.	quantitatively) as well as in	whether the reasoning is	assessing whether the
		words to develop a coherent	sound and the evidence is	reasoning is sound and the
		understanding of a topic or	relevant and sufficient to	evidence is relevant and
		issue.	support the claims.	sufficient; recognize when
				irrelevant evidence is
				introduced.
	Reading: 8. Delineate and evaluate	RI.6.8. Trace and evaluate the	RI.7.10. By the end of the	RI.8.10. By the end of the
	the argument and specific claims in a		· · · · · · · · · · · · · · · · · · ·	year, read and comprehend
	text, including the validity of the	a text, distinguishing claims	literary nonfiction in the	literary nonfiction at the high
	reasoning as well as the relevance	that are supported by reasons	grades 6–8 text complexity	end of the grades 6–8 text
	and sufficiency of the evidence.	and evidence from claims that	band proficiently, with	complexity band
		are not.	scaffolding as needed at the	independently and
			high end of the range.	proficiently.
				,
	Reading: 10. Read and comprehend	RI.6.10. By the end of the year,	W.7.1. Write arguments to	W.8.1. Write arguments to
	complex literary and informational	read and comprehend literary	support claims with clear	support claims with clear
		nonfiction in the grades 6–8	reasons and relevant	reasons and relevant
	and proficiently.	text complexity band	evidence.	evidence.
		proficiently, with scaffolding		
		as needed at the high end of the		
		range.		

Writing: 1. Write arguments to support claims in an analysis of support claims with clear suppor
support claims in an analysis of support claims with clear coherent writing in which the coherent writing in wh
support claims in an analysis of support claims with clear concernt withing in which the concernt withing in wi
substantive topics or texts, using reasons and relevant evidence. development, organization, development, organization
valid reasoning and relevant and and style are appropriate to and style are appropria
sufficient evidence. task, purpose, and audience. task, purpose, and audience.
(Grade-specific expectations (Grade-specific expect
for writing types are defined for writing types are de-
in standards 1–3 above.) in standards 1–3 above
Writing: 4. Produce clear and W.6.4. Produce clear and W.7.5. With some guidance W.8.5. With some guidance
coherent writing in which the coherent writing in which the and support from peers and and support from peers
development, organization, and style development, organization, and adults, develop and adults, develop and
are appropriate to task, purpose, and style are appropriate to task, strengthen writing as needed strengthen writing as n
audience. purpose, and audience. (Grade- by planning, revising, by planning, revising,
specific expectations for editing, rewriting, or trying a editing, rewriting, or trying a
writing types are defined in new approach, focusing on new approach, focusin
standards 1–3 above.) how well purpose and how well purpose and
audience have been audience have been

addressed.

addressed.

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		Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
		writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
		revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
		a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
			revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
			trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
				"Compare and contrast a	"Analyze how a modern
				fictional portrayal of a time,	work of fiction draws on
				place, or character and a	themes, patterns of events, or
				historical account of the	character types from myths,
				same period as a means of	traditional stories, or
				understanding how authors	religious works such as the
				of fiction use or alter	Bible, including describing
				history").	how the material is rendered
				Apply grade 7 Reading	new").
				standards to literary	Apply grade 8 Reading
				nonfiction (e.g. "Trace and	standards to literary
				evaluate the argument and	nonfiction (e.g., "Delineate
				specific claims in a text,	and evaluate the argument
				assessing whether the	and specific claims in a text,
				reasoning is sound and the	assessing whether the
				evidence is relevant and	reasoning is sound and the
				sufficient to support the	evidence is relevant and
				claims").	sufficient; recognize when
					irrelevant evidence is
					introduced").

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		Writing: 9. Draw evidence from	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
		literary or informational texts to	literary or informational texts	extended time frames (time	extended time frames (time
		support analysis, reflection, and	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
		research.	and research.	revision) and shorter time	revision) and shorter time
			Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
			standards to literature (e.g.,	day or two) for a range of	day or two.
			"Compare and contrast texts in	discipline-specific tasks,	
			different forms or genres [e.g.,	purposes, and audiences.	
			stories and poems; historical		
			novels and fantasy stories] in		
			terms of their approaches to		
			similar themes and topics").		
			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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Writing: 10. Write routinely ov	wer W.6.10. Write routinely over	SL.7.1. Engage effectively in	SL.8.1. Engage effectively in
extended time frames (time for	extended time frames (time for	a range of collaborative	a range of collaborative
research, reflection, and revision	on) research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
and shorter time frames (a sing	gle revision) and shorter time	groups, and teacher-led) with	groups, and teacher-led) with
sitting or a day or two) for a ra	nge of frames (a single sitting or a day	diverse partners on grade 7	diverse partners on grade 8
tasks, purposes, and audiences	or two) for a range of discipline	topics, texts, and issues,	topics, texts, and issues,
	specific tasks, purposes, and	building on others' ideas and	building on others' ideas and
	audiences.	expressing their own clearly.	expressing their own clearly.
		Follow rules for collegial	Follow rules for collegial
		discussions, track progress	discussions and decision-
		toward specific goals and	making, track progress
		deadlines, and define	toward specific goals and
		individual roles as needed.	deadlines, and define
		Pose questions that elicit	individual roles as needed.
		elaboration and respond to	Pose questions that
		others' questions and	connect the ideas of several
		comments with relevant	speakers and respond to
		observations and ideas that	others' questions and
		bring the discussion back on	comments with relevant
		topic as needed.	evidence, observations, and
		Acknowledge new	ideas.
		information expressed by	Acknowledge new
		others and, when warranted,	information expressed by
		modify their own views.	others, and, when warranted,
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qualify or justify their own views in light of the evidence

presented.

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Touchstones volume A All	Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,	SL.6.1. 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,	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the
	including visually, quantitatively, and orally.	formats (e.g., visually, quantitatively, orally) and	claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.4. 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.

	a speaker's point of view, reasoning,		findings, emphasizing salient	SL.8.6. Adapt speech to a
	follow the line of reasoning and the organization, development, and style	logically and using pertinent descriptions, facts, and details	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
		L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	standard English	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Touchstones	Volume	A Alignment to	Common	Core FLA	Standards
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Touchstones Volume A Alignment to Common Core ELA Standards

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	Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
	language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
	language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
	contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
	for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
	comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
	or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
		Maintain consistency in style	Use context (e.g., the	context.
		and tone.*	overall meaning of a	Use the relationship
			sentence or paragraph; a	between particular words to
			word's position or function	better understand each of the
			in a sentence) as a clue to the	words.
			meaning of a word or phrase.	
			Use common, grade-	
			appropriate Greek or Latin	
			affixes and roots as clues to	
			the meaning of a word (e.g.,	
			belligerent, bellicose, rebel).	
			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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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases	multiple-meaning words and	language, word relationships,	general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	alea alein a tha infamad meanin a		

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Language: 5. Demo	onstrate	L.6.5. Demonstrate	L.7.6. Acquire and use	
understanding of w	ord relationships	understanding of figurative	accurately grade-appropriate	
and nuances in wor	d meanings.	language, word relationships,	general academic and domain	
		and nuances in word meanings.	specific words and phrases;	
		Interpret figures of speech	gather vocabulary knowledge	
	1	(e.g., personification) in	when considering a word or	
	(context.	phrase important to	
		Use the relationship between	comprehension or	
]	particular words (e.g.,	expression.	
	(cause/effect, part/whole,		
		item/category) to better		
	1	understand each of the words.		
	ŀ	Distinguish among the		
		connotations (associations) of		
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
	1	unwasteful, thrifty).		
Language: 6. Acqu	ire and use	L.6.6. Acquire and use		
accurately a range		accurately grade-appropriate		
	_	general academic and domain-		
and phrases sufficient		specific words and phrases;		
		gather vocabulary knowledge		
college and career	_	when considering a word or		
demonstrate indepe		phrase important to		
gathering vocabula		comprehension or expression.		
when considering a		comprehension of expression.		
important to compi	_			
expression.				
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16	determine what the text says explicitly and to make logical	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as	textual evidence to support	
	or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. 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.	RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	specific word choices on meaning and tone, including

Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		author develops and contrasts	RL.8.10. By the end of the
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	year, read and comprehend literature, including stories,	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
the argument and specific claims in a	development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in	and style are appropriate to task, purpose, and audience. (Grade-specific expectations	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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		Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
		support claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
		substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
		valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
		sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
			standards to literature (e.g.,	standards to literature (e.g.,	day or two.
			"Compare and contrast texts in	"Compare and contrast a	
			different forms or genres [e.g.,	fictional portrayal of a time,	
			stories and poems; historical	place, or character and a	
			novels and fantasy stories] in	historical account of the	
			terms of their approaches to	same period as a means of	
			similar themes and topics").	understanding how authors	
			Apply grade 6 Reading	of fiction use or alter	
			standards to literary nonfiction	history").	
			(e.g., "Trace and evaluate the	Apply grade 7 Reading	
			argument and specific claims in	standards to literary	
			a text, distinguishing claims	nonfiction (e.g. "Trace and	
			that are supported by reasons	evaluate the argument and	
			and evidence from claims that	specific claims in a text,	
			are not").	assessing whether the	
				reasoning is sound and the	
				evidence is relevant and	
				sufficient to support the	
l				claims").	
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Writing: 4. Produce clear and	W.6.10. Write routinely over		SL.8.1. Engage effectively in
coherent writing in which the	extended time frames (time for	extended time frames (time	a range of collaborative
development, organization, and sty	le research, reflection, and	for research, reflection, and	discussions (one-on-one, in
are appropriate to task, purpose, an	d revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
	or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
	specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
	audiences.	purposes, and audiences.	expressing their own clearly.
			Follow rules for collegial
			discussions and decision-
			making, track progress
			toward specific goals and
			deadlines, and define
			individual roles as needed.
			Pose questions that
			connect the ideas of several
			speakers and respond to
			others' questions and
			comments with relevant
			evidence, observations, and
			ideas.
			Acknowledge new
			information expressed by
			others, and, when warranted,
			qualify or justify their own
			views in light of the evidence

presented.

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		Writing: 5. Develop and strengthen	SL.6.1. Engage effectively in a	SL.7.1. Engage effectively in	SL.8.4. Present claims and
		writing as needed by planning,	range of collaborative	a range of collaborative	findings, emphasizing salient
		revising, editing, rewriting, or trying	discussions (one-on-one, in	discussions (one-on-one, in	points in a focused, coherent
		a new approach.	groups, and teacher-led) with	groups, and teacher-led) with	manner with relevant
			diverse partners on grade 6	diverse partners on grade 7	evidence, sound valid
			topics, texts, and issues,	topics, texts, and issues,	reasoning, and well-chosen
			building on others' ideas and	building on others' ideas and	details; use appropriate eye
			expressing their own clearly.		contact, adequate volume,
			Follow rules for collegial	Follow rules for collegial	and clear pronunciation.
			discussions, set specific goals	discussions, track progress	
			and deadlines, and define	toward specific goals and	
[individual roles as needed.	deadlines, and define	
			Pose and respond to specific	individual roles as needed.	
			questions with elaboration and	Pose questions that elicit	
			detail by making comments that	1	
			contribute to the topic, text, or	others' questions and	
			issue under discussion.	comments with relevant	
			Review the key ideas	observations and ideas that	
			expressed and demonstrate	bring the discussion back on	
			understanding of multiple	topic as needed.	
			perspectives through reflection	Acknowledge new	
			and paraphrasing.	information expressed by	
				others and, when warranted,	
				modify their own views.	
		Writing: 9. Draw evidence from	SL.6.2. Interpret information	SL.7.2. Analyze the main	SL.8.6. Adapt speech to a
		literary or informational texts to	presented in diverse media and	ideas and supporting details	variety of contexts and tasks,
		support analysis, reflection, and	formats (e.g., visually,	presented in diverse media	demonstrating command of
		research.	quantitatively, orally) and	and formats (e.g., visually,	formal English when
			explain how it contributes to a	quantitatively, orally) and	indicated or appropriate.
			topic, text, or issue under	explain how the ideas clarify	
			study.	a topic, text, or issue under	1
				study.	1

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	research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and	SL.6.4. 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.	SL.7.4. 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.	
		SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

or appropriate.

indicated or appropriate.

and orally.

	nent to Common Core ELA Standard		2012 Touchstones Discussion P	
	ě .	L.6.1. Demonstrate command	L.7.1. Demonstrate command	•
	peaker's point of view, reasoning,			the meaning of unknown an
and		English grammar and usage	standard English grammar	multiple-meaning words or
		when writing or speaking.	and usage when writing or	phrases based on grade 8
			speaking.	reading and content,
				choosing flexibly from a
				range of strategies.
				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
				meaning of a word or phra
				Use common, grade-
				appropriate Greek or Latin
				affixes and roots as clues
				the meaning of a word (e.
				precede, recede, secede).
				Consult general and
				specialized reference
				materials (e.g., dictionarie
				glossaries, thesauruses), b
				print and digital, to find th
				pronunciation of a word o

determine or clarify its
precise meaning or its part of

speech.
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	information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	of the conventions of standard English capitalization, punctuation, and spelling when	standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	eliminating wordiness and	general academic and domain specific words and phrases; gather vocabulary knowledge

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Language: 1. Demonstrate command	_	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
	ale a alein a the a in Come of managing	1-4	

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Touchstones volume	A Alignment to t	Common Core	e era Standards

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Language: 2. Demonstrate command		L.7.5. Demonstrate	
of the conventions of standard	understanding of figurative	understanding of figurative	
English capitalization, punctuation,	language, word relationships,	language, word relationships,	
and spelling when writing.	and nuances in word meanings.	and nuances in word	
	Interpret figures of speech	meanings.	
	(e.g., personification) in	Interpret figures of speech	
	context.	(e.g., literary, biblical, and	
	Use the relationship between	mythological allusions) in	
	particular words (e.g.,	context.	
	cause/effect, part/whole,	Use the relationship	
	item/category) to better	between particular words	
	understand each of the words.	(e.g., synonym/antonym,	
	Distinguish among the	analogy) to better understand	
	connotations (associations) of	each of the words	
	words with similar denotations		
	(definitions) (e.g., stingy,		
	scrimping, economical,		
	unwasteful, thrifty).		
Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
language to understand how	accurately grade-appropriate	accurately grade-appropriate	
language functions in different	general academic and domain-	general academic and domain	
contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
comprehend more fully when reading		when considering a word or	
or listening.	phrase important to	phrase important to	
or notening.	comprehension or expression.	comprehension or	
	comprehension of expression.	expression.	
		expression.	

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
17		determine what the text says explicitly and to make logical	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says	RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. Determine a theme or central idea of a text and how it	RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.8.2. Determine a theme or central idea of a text and
Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of	connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	author develops and contrasts	RL.8.10. 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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Todenstones voidine 71.	Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.10. 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	RL.7.10. 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	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
	Reading: 7. Integrate and evaluate	scaffolding as needed at the high end of the range. W.6.1. Write arguments to	scaffolding as needed at the high end of the range. W.7.1. Write arguments to	W.8.4. Produce clear and
	content presented in diverse formats and media, including visually and quantitatively, as well as in words.	support claims with clear reasons and relevant evidence.	support claims with clear reasons and relevant evidence.	coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	and style are appropriate to task, purpose, and audience.	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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		Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
		support claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
		substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
		valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
		sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
			standards to literature (e.g.,	standards to literature (e.g.,	day or two.
			"Compare and contrast texts in	"Compare and contrast a	
			different forms or genres [e.g.,	fictional portrayal of a time,	
			stories and poems; historical	place, or character and a	
			novels and fantasy stories] in	historical account of the	
			terms of their approaches to	same period as a means of	
			similar themes and topics").	understanding how authors	
			Apply grade 6 Reading	of fiction use or alter	
			standards to literary nonfiction	history").	
			(e.g., "Trace and evaluate the	Apply grade 7 Reading	
			argument and specific claims in	standards to literary	
			a text, distinguishing claims	nonfiction (e.g. "Trace and	
			that are supported by reasons	evaluate the argument and	
			and evidence from claims that	specific claims in a text,	
			are not").	assessing whether the	
				reasoning is sound and the	
				evidence is relevant and	
				sufficient to support the	
				claims").	

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Writing: 4. Produce clear and	W.6.10. Write routinely over		SL.8.1. Engage effectively in
coherent writing in which the	extended time frames (time for	extended time frames (time	a range of collaborative
development, organization, and sty	le research, reflection, and	for research, reflection, and	discussions (one-on-one, in
are appropriate to task, purpose, an	d revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
	or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
	specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
	audiences.	purposes, and audiences.	expressing their own clearly.
			Follow rules for collegial
			discussions and decision-
			making, track progress
			toward specific goals and
			deadlines, and define
			individual roles as needed.
			Pose questions that
			connect the ideas of several
			speakers and respond to
			others' questions and
			comments with relevant
			evidence, observations, and
			ideas.
			Acknowledge new
			information expressed by
			others, and, when warranted,
			qualify or justify their own
			views in light of the evidence

presented.

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Touchstones Volume A Al	Writing: 5. Develop and strengthen	SL.6.1. 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. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.7.1. 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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as neededAcknowledge new information expressed by others and, when warranted,	SL.8.4. 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
		SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	modify their own views. SL.7.2. Analyze the main ideas and supporting details	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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	Writing: 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 tasks, purposes, and audiences.	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.4. 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.	SL.7.4. 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.	
	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively,	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

or appropriate.

indicated or appropriate.

and orally.

Todenstones von	ume A Alignment to Common Core ELA Standar Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	2012 Touchstones Discussion I L.7.1. Demonstrate command	
	a speaker's point of view, reasoning,	of the conventions of standard	of the conventions of	the meaning of unknown a
	and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words o
		when writing or speaking.	and usage when writing or	phrases based on grade 8
			speaking.	reading and content,
				choosing flexibly from a
				range of strategies.
				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
				meaning of a word or phra
				Use common, grade-
				appropriate Greek or Latin
				affixes and roots as clues
				the meaning of a word (e.
				precede, recede, secede).
				Consult general and
				specialized reference
				materials (e.g., dictionarie
				glossaries, thesauruses), b
				print and digital, to find the
				pronunciation of a word o
				determine or clarify its
				precise meaning or its par
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speech.

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	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	English capitalization, punctuation, and spelling when	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
	speech to a variety of contexts and communicative tasks, demonstrating	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	general academic and domain specific words and phrases; gather vocabulary knowledge

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Language: 1. Demonstrate command	· ·	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
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T			,
Language: 2. Demonstrate command		L.7.5. Demonstrate	
of the conventions of standard	understanding of figurative	understanding of figurative	
	language, word relationships,	language, word relationships,	
and spelling when writing.	and nuances in word meanings.	and nuances in word	
	Interpret figures of speech	meanings.	
	(e.g., personification) in	Interpret figures of speech	
	context.	(e.g., literary, biblical, and	
	Use the relationship between	mythological allusions) in	
	particular words (e.g.,	context.	
	cause/effect, part/whole,	Use the relationship	
	item/category) to better	between particular words	
	understand each of the words.	(e.g., synonym/antonym,	
	Distinguish among the	analogy) to better understand	
	connotations (associations) of	each of the words	
	words with similar denotations		
	(definitions) (e.g., stingy,		
	scrimping, economical,		
	unwasteful, thrifty).		
	, ,		
Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
language to understand how	accurately grade-appropriate	accurately grade-appropriate	
language functions in different	general academic and domain-	general academic and domain	
contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
comprehend more fully when reading	,	when considering a word or	
or listening.	phrase important to	phrase important to	
or natening.	comprehension or expression.	comprehension or	
	comprehension of expression.	expression.	
		expression.	

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	Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
	Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
18 The Life of Lycurgu	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says	RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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8		RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.8.2. Determine a theme or central idea of a text and
Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of	connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	author develops and contrasts	RL.8.10. 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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		RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
	Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
	the argument and specific claims in a text, including the validity of the	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	and style are appropriate to task, purpose, and audience.	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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		Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
		support claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
		substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
		valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
		sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
			standards to literature (e.g.,	standards to literature (e.g.,	day or two.
			"Compare and contrast texts in	"Compare and contrast a	
			different forms or genres [e.g.,	fictional portrayal of a time,	
			stories and poems; historical	place, or character and a	
			novels and fantasy stories] in	historical account of the	
			terms of their approaches to	same period as a means of	
			similar themes and topics").	understanding how authors	
			Apply grade 6 Reading	of fiction use or alter	
			standards to literary nonfiction	history").	
			(e.g., "Trace and evaluate the	Apply grade 7 Reading	
			argument and specific claims in	standards to literary	
			a text, distinguishing claims	nonfiction (e.g. "Trace and	
			that are supported by reasons	evaluate the argument and	
			and evidence from claims that	specific claims in a text,	
			are not").	assessing whether the	
				reasoning is sound and the	
				evidence is relevant and	
				sufficient to support the	
				claims").	

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	Writing: 4. Produce clear and	W.6.10. Write routinely over		SL.8.1. Engage effectively in
	0	extended time frames (time for	extended time frames (time	a range of collaborative
	development, organization, and style	research, reflection, and	for research, reflection, and	discussions (one-on-one, in
	are appropriate to task, purpose, and	revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
	audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
		or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
		specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
		audiences.	purposes, and audiences.	expressing their own clearly.
				Follow rules for collegial
				discussions and decision-
				making, track progress
				toward specific goals and
				deadlines, and define
				individual roles as needed.
				Pose questions that
				connect the ideas of several
				speakers and respond to
				others' questions and
				comments with relevant
				evidence, observations, and
				ideas.
				Acknowledge new
				information expressed by
				others, and, when warranted,
				qualify or justify their own
				views in light of the evidence

presented.

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		Writing: 5. Develop and strengthen	SL.6.1. Engage effectively in a	SL.7.1. Engage effectively in	SL.8.4. Present claims and
		writing as needed by planning,	range of collaborative	a range of collaborative	findings, emphasizing salient
		revising, editing, rewriting, or trying	discussions (one-on-one, in	discussions (one-on-one, in	points in a focused, coherent
		a new approach.	groups, and teacher-led) with	groups, and teacher-led) with	manner with relevant
			diverse partners on grade 6	diverse partners on grade 7	evidence, sound valid
			topics, texts, and issues,	topics, texts, and issues,	reasoning, and well-chosen
			building on others' ideas and	building on others' ideas and	details; use appropriate eye
			expressing their own clearly.	expressing their own clearly.	contact, adequate volume,
			Follow rules for collegial	Follow rules for collegial	and clear pronunciation.
			discussions, set specific goals	discussions, track progress	-
			and deadlines, and define	toward specific goals and	
			individual roles as needed.	deadlines, and define	
			Pose and respond to specific	individual roles as needed.	
			questions with elaboration and	Pose questions that elicit	
			detail by making comments that	elaboration and respond to	
			contribute to the topic, text, or	others' questions and	
			issue under discussion.	comments with relevant	
			Review the key ideas	observations and ideas that	
			•	bring the discussion back on	
			_	topic as needed.	
			perspectives through reflection	Acknowledge new	
			and paraphrasing.	information expressed by	
				others and, when warranted,	
				modify their own views.	
		Writing: 9. Draw evidence from	-	SL.7.2. Analyze the main	SL.8.6. Adapt speech to a
		literary or informational texts to	presented in diverse media and		variety of contexts and tasks,
		support analysis, reflection, and	formats (e.g., visually,	presented in diverse media	demonstrating command of
		research.	quantitatively, orally) and	and formats (e.g., visually,	formal English when
			explain how it contributes to a	quantitatively, orally) and	indicated or appropriate.
			*	explain how the ideas clarify	
			study.	a topic, text, or issue under	
				study.	

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	Writing: 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	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	range of conversations and collaborations with diverse partners, building on others' ideas and	SL.6.4. 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.	manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats,	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of	_	L.8.3. Use knowledge of language and its conventions when writing, speaking,

or appropriate.

formal English when indicated formal English when

indicated or appropriate.

reading, or listening.

including visually, quantitatively,

and orally.

Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	-
a speaker's point of view, reasoning,	of the conventions of standard	of the conventions of	the meaning of unknown ar
and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words or
	when writing or speaking.	and usage when writing or	phrases based on grade 8
		speaking.	reading and content,
			choosing flexibly from a
			range of strategies.
			Use context (e.g., the
			overall meaning of a
			sentence or paragraph; a
			word's position or functio
			in a sentence) as a clue to
			meaning of a word or phra
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues
			the meaning of a word (e.
			precede, recede, secede).
			Consult general and
			specialized reference
			materials (e.g., dictionarie
			glossaries, thesauruses), b
			print and digital, to find the
			pronunciation of a word o
			determine or clarify its
			precise meaning or its par
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speech.

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	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	English capitalization, punctuation, and spelling when	standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	eliminating wordiness and	general academic and domain specific words and phrases; gather vocabulary knowledge

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Language: 1. Demonstrate command	_	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
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	Language: 2. Demonstrate command	L.6.5. Demonstrate	L.7.5. Demonstrate	
			understanding of figurative	
		language, word relationships,	language, word relationships,	
	and spelling when writing.			
	and spenning when writing.	Interpret figures of speech	meanings.	
		(e.g., personification) in	Interpret figures of speech	
			(e.g., literary, biblical, and	
		Use the relationship between		
		particular words (e.g.,	context.	
		cause/effect, part/whole,	Use the relationship	
		item/category) to better	between particular words	
		understand each of the words.	(e.g., synonym/antonym,	
		Distinguish among the	analogy) to better understand	
		connotations (associations) of	each of the words	
		words with similar denotations	leach of the words	
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
		Y	T G C A C A	
		•	L.7.6. Acquire and use	
	language to understand how	accurately grade-appropriate	accurately grade-appropriate	
	language functions in different	general academic and domain-	general academic and domain	
	contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
		gather vocabulary knowledge	gather vocabulary knowledge	
	comprehend more fully when reading	<u> </u>	when considering a word or	
	or listening.	phrase important to	phrase important to	
		comprehension or expression.	comprehension or	
			expression.	

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
19	Mont Sainte-Victoire and		RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says	RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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	or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2. 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.		RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	specific word choices on meaning and tone, including
	texts, including how specific	the narrator or speaker in a text.	author develops and contrasts	RL.8.10. 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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	view or purpose shapes the content and style of a text.	RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
	Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
	•	G	(Grade-specific expectations	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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		Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
		support claims in an analysis of	literary or informational texts	literary or informational texts	extended time frames (time
		substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
		valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
		sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
			standards to literature (e.g.,	standards to literature (e.g.,	day or two.
			"Compare and contrast texts in	"Compare and contrast a	
			different forms or genres [e.g.,	fictional portrayal of a time,	
			stories and poems; historical	place, or character and a	
			novels and fantasy stories] in	historical account of the	
			terms of their approaches to	same period as a means of	
			similar themes and topics").	understanding how authors	
			Apply grade 6 Reading	of fiction use or alter	
			standards to literary nonfiction	history").	
			(e.g., "Trace and evaluate the	Apply grade 7 Reading	
			argument and specific claims in	standards to literary	
			a text, distinguishing claims	nonfiction (e.g. "Trace and	
			that are supported by reasons	evaluate the argument and	
			and evidence from claims that	specific claims in a text,	
			are not").	assessing whether the	
				reasoning is sound and the	
				evidence is relevant and	
				sufficient to support the	
				claims").	
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Writing: 4. Produce clear and	W.6.10. Write routinely over		SL.8.1. Engage effectively in
coherent writing in which the	extended time frames (time for	extended time frames (time	a range of collaborative
development, organization, and sty	le research, reflection, and	for research, reflection, and	discussions (one-on-one, in
are appropriate to task, purpose, an	d revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
	or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
	specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
	audiences.	purposes, and audiences.	expressing their own clearly.
			Follow rules for collegial
			discussions and decision-
			making, track progress
			toward specific goals and
			deadlines, and define
			individual roles as needed.
			Pose questions that
			connect the ideas of several
			speakers and respond to
			others' questions and
			comments with relevant
			evidence, observations, and
			ideas.
			Acknowledge new
			information expressed by
			others, and, when warranted,
			qualify or justify their own
			views in light of the evidence

presented.

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		Writing: 5. Develop and strengthen	SL.6.1. Engage effectively in a	SL.7.1. Engage effectively in	SL.8.4. Present claims and
		writing as needed by planning,	range of collaborative	a range of collaborative	findings, emphasizing salient
		revising, editing, rewriting, or trying	discussions (one-on-one, in	discussions (one-on-one, in	points in a focused, coherent
		a new approach.	groups, and teacher-led) with	groups, and teacher-led) with	manner with relevant
			diverse partners on grade 6	diverse partners on grade 7	evidence, sound valid
			topics, texts, and issues,	topics, texts, and issues,	reasoning, and well-chosen
			building on others' ideas and	building on others' ideas and	details; use appropriate eye
			expressing their own clearly.	expressing their own clearly.	contact, adequate volume,
			Follow rules for collegial	Follow rules for collegial	and clear pronunciation.
			discussions, set specific goals	discussions, track progress	_
			and deadlines, and define	toward specific goals and	
			individual roles as needed.	deadlines, and define	
			Pose and respond to specific	individual roles as needed.	
			questions with elaboration and	Pose questions that elicit	
			detail by making comments that	elaboration and respond to	
			contribute to the topic, text, or	others' questions and	
			issue under discussion.	comments with relevant	
			Review the key ideas	observations and ideas that	
			expressed and demonstrate	bring the discussion back on	
			understanding of multiple	topic as needed.	
			perspectives through reflection	Acknowledge new	
			and paraphrasing.	information expressed by	
			and paraparasing.	others and, when warranted,	
				modify their own views.	
				mounty then own views.	
		Writing: 9. Draw evidence from	SL.6.2. Interpret information	SL.7.2. Analyze the main	SL.8.6. Adapt speech to a
		literary or informational texts to	presented in diverse media and		variety of contexts and tasks,
		support analysis, reflection, and	formats (e.g., visually,	-	demonstrating command of
		research.	quantitatively, orally) and	and formats (e.g., visually,	formal English when
			explain how it contributes to a	quantitatively, orally) and	indicated or appropriate.
			topic, text, or issue under	explain how the ideas clarify	
			study.	a topic, text, or issue under	
				study.	

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	research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	range of conversations and collaborations with diverse partners, building on others' ideas and	SL.6.4. 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.	SL.7.4. 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.	
	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively,	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

or appropriate.

indicated or appropriate.

and orally.

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	Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	,
	1 1	of the conventions of standard	of the conventions of	the meaning of unknown a
	and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words
		when writing or speaking.	and usage when writing or	phrases based on grade 8
			speaking.	reading and content,
				choosing flexibly from a
				range of strategies.
				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
				meaning of a word or phi
				Use common, grade-
				appropriate Greek or Lati
				affixes and roots as clues
				the meaning of a word (e
				precede, recede, secede).
				Consult general and
				specialized reference
				materials (e.g., dictionari
				glossaries, thesauruses), l
				print and digital, to find t
				pronunciation of a word
				determine or clarify its
				precise meaning or its pa
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speech.
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	information, findings, and supporting evidence such that listeners can	English capitalization, punctuation, and spelling when	standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	eliminating wordiness and	general academic and domain specific words and phrases; gather vocabulary knowledge

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Language: 1. Demonstrate command	L.6.4. Determine or clarify the	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
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	Language: 2. Demonstrate command	L.6.5. Demonstrate	L.7.5. Demonstrate	
	of the conventions of standard	understanding of figurative	understanding of figurative	
	English capitalization, punctuation,	language, word relationships,	language, word relationships,	
	and spelling when writing.	and nuances in word meanings.	and nuances in word	
		Interpret figures of speech	meanings.	
		(e.g., personification) in	Interpret figures of speech	
		context.	(e.g., literary, biblical, and	
		Use the relationship between	mythological allusions) in	
		particular words (e.g.,	context.	
		cause/effect, part/whole,	Use the relationship	
		item/category) to better	between particular words	
		understand each of the words.	(e.g., synonym/antonym,	
		Distinguish among the	analogy) to better understand	
		connotations (associations) of	each of the words	
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
	Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
	language to understand how	accurately grade-appropriate	accurately grade-appropriate	
	language functions in different	general academic and domain-	general academic and domain	
	contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
	for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
	comprehend more fully when reading	when considering a word or	when considering a word or	
	or listening.	phrase important to	phrase important to	
		comprehension or expression.	comprehension or	
			expression.	

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
20	A Case Study in		RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says	RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Touchstones Volume	A Alignment to	Common Core	FIA Standards
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	E			RI.8.2. Determine a central
	1	idea of a text and how it is	more central ideas in a text	idea of a text and analyze its
		conveyed through particular	and analyze their	development over the course
	supporting details and ideas.	details; provide a summary of	development over the course	of the text, including its
		the text distinct from personal	of the text; provide an	relationship to supporting
		opinions or judgments.	objective summary of the	ideas; provide an objective
			text.	summary of the text.
	Reading: 3. Analyze how and why	RI.6.3. Analyze in detail how a	RI.7.3. Analyze the	RI.8.3. Analyze how a text
	, ,	key individual, event, or idea is	_	makes connections among
		introduced, illustrated, and	individuals, events, and ideas	and distinctions between
	_	elaborated in a text (e.g.,	in a text (e.g., how ideas	individuals, ideas, or events
		through examples or	influence individuals or	(e.g., through comparisons,
		anecdotes).	events, or how individuals	analogies, or categories).
		unecaotes).	influence ideas or events).	anarogies, or eategories).
			infraence racus of events).	
		DV (1 D)	DV. 7. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	DVO 4 D
	Reading: 4. Interpret words and	RI.6.4. Determine the meaning	RI.7.4. Determine the	RI.8.4. Determine the
	i^	^	meaning of words and	meaning of words and
		are used in a text, including	phrases as they are used in a	phrases as they are used in a
	I ~	figurative, connotative, and	text, including figurative,	text, including figurative,
		technical meanings.	connotative, and technical	connotative, and technical
	word choices shape meaning or tone.			meanings; analyze the impact
			of a specific word choice on	of specific word choices on
			meaning and tone.	meaning and tone, including
				analogies or allusions to
				other texts.
	 Reading: 5. Analyze the structure of	RI.6.5. Analyze how a	RI.7.5. Analyze the structure	RI.8.5. Analyze in detail the
	texts, including how specific	particular sentence, paragraph,	an author uses to organize a	structure of a specific
	sentences, paragraphs, and larger	chapter, or section fits into the	text, including how the major	paragraph in a text, including
	portions of the text (e.g., a section,	overall structure of a text and	sections contribute to the	the role of particular
		contributes to the development	whole and to the	sentences in developing and
	each other and the whole.	of the ideas.	development of the ideas.	refining a key concept.
			_	

Touchstones	Valuma 1	Alignment to	Common	Core FL	1 Standarde
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Touchstones volume A P	alignment to Common Core ELA Standar	us Copyright 2	2012 Touchstones Discussion P	roject. Ali rigilis reserved.
	Reading: 6. Assess how point of	RI.6.6. Determine an author's	RI.7.6. Determine an	RI.8.6. Determine an
	view or purpose shapes the content	point of view or purpose in a	author's point of view or	author's point of view or
	and style of a text.	text and explain how it is	purpose in a text and analyze	purpose in a text and analyze
		conveyed in the text.	how the author distinguishes	how the author acknowledges
			his or her position from that	and responds to conflicting
			of others.	evidence or viewpoints.
	Reading: 7. Integrate and evaluate	RI.6.7. Integrate information	RI.7.8. Trace and evaluate	RI.8.8. Delineate and
	content presented in diverse formats	presented in different media or	the argument and specific	evaluate the argument and
	and media, including visually and	formats (e.g., visually,	claims in a text, assessing	specific claims in a text,
	quantitatively, as well as in words.	quantitatively) as well as in	whether the reasoning is	assessing whether the
		words to develop a coherent	sound and the evidence is	reasoning is sound and the
		understanding of a topic or	relevant and sufficient to	evidence is relevant and
		issue.	support the claims.	sufficient; recognize when
				irrelevant evidence is
				introduced.
	Reading: 8. Delineate and evaluate	RI.6.8. Trace and evaluate the	RI.7.10. By the end of the	RI.8.10. By the end of the
	the argument and specific claims in a		1	year, read and comprehend
	text, including the validity of the	a text, distinguishing claims	literary nonfiction in the	literary nonfiction at the high
	reasoning as well as the relevance	that are supported by reasons	grades 6–8 text complexity	end of the grades 6–8 text
	and sufficiency of the evidence.	and evidence from claims that	band proficiently, with	complexity band
		are not.	scaffolding as needed at the	independently and
			high end of the range.	proficiently.
	Reading: 10. Read and comprehend	RI.6.10. By the end of the year,	W.7.1. Write arguments to	W.8.1. Write arguments to
	complex literary and informational	read and comprehend literary	support claims with clear	support claims with clear
	texts independently and proficiently.	nonfiction in the grades 6–8	reasons and relevant	reasons and relevant
		text complexity band	evidence.	evidence.
		proficiently, with scaffolding		
		as needed at the high end of the		
		range.		

Writing: 1. Write arguments to support claims in an analysis of support claims with clear suppor
support claims in an analysis of support claims with clear coherent writing in which the coherent writing in wh
support claims in an analysis of support claims with clear concernt withing in which the concernt withing in wi
substantive topics or texts, using reasons and relevant evidence. development, organization, development, organization
valid reasoning and relevant and and style are appropriate to and style are appropria
sufficient evidence. task, purpose, and audience. task, purpose, and audience.
(Grade-specific expectations (Grade-specific expect
for writing types are defined for writing types are de-
in standards 1–3 above.) in standards 1–3 above
Writing: 4. Produce clear and W.6.4. Produce clear and W.7.5. With some guidance W.8.5. With some guidance
coherent writing in which the coherent writing in which the and support from peers and and support from peers
development, organization, and style development, organization, and adults, develop and adults, develop and
are appropriate to task, purpose, and style are appropriate to task, strengthen writing as needed strengthen writing as n
audience. purpose, and audience. (Grade- by planning, revising, by planning, revising,
specific expectations for editing, rewriting, or trying a editing, rewriting, or trying a
writing types are defined in new approach, focusing on new approach, focusin
standards 1–3 above.) how well purpose and how well purpose and
audience have been audience have been

addressed.

addressed.

Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
	revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
	trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
		"Compare and contrast a	"Analyze how a modern
		fictional portrayal of a time,	work of fiction draws on
		place, or character and a	themes, patterns of events, or
		historical account of the	character types from myths,
		same period as a means of	traditional stories, or
		understanding how authors	religious works such as the
		of fiction use or alter	Bible, including describing
		history").	how the material is rendered
		Apply grade 7 Reading	new").
		standards to literary	Apply grade 8 Reading
		nonfiction (e.g. "Trace and	standards to literary
			nonfiction (e.g., "Delineate
		specific claims in a text,	and evaluate the argument
		assessing whether the	and specific claims in a text,
		reasoning is sound and the	assessing whether the
			reasoning is sound and the
		sufficient to support the	evidence is relevant and
		claims").	sufficient; recognize when
			irrelevant evidence is
			introduced").

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Writing: 9. Draw evidence from	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
literary or informational texts to	literary or informational texts	extended time frames (time	extended time frames (time
support analysis, reflection, and	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
research.	and research.	revision) and shorter time	revision) and shorter time
	Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
	standards to literature (e.g.,	day or two) for a range of	day or two.
	"Compare and contrast texts in	discipline-specific tasks,	
	different forms or genres [e.g.,	purposes, and audiences.	
	stories and poems; historical		
	novels and fantasy stories] in		
	terms of their approaches to		
	similar themes and topics").		
	Apply grade 6 Reading		
	standards to literary nonfiction		
	(e.g., "Trace and evaluate the		
	argument and specific claims in	ı	
	a text, distinguishing claims		
	that are supported by reasons		
	and evidence from claims that		
	are not").		

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		Writing: 10. Write routinely over	W.6.10. Write routinely over	SL.7.1. Engage effectively in	SL.8.1. Engage effectively in
		extended time frames (time for	extended time frames (time for	a range of collaborative	a range of collaborative
		research, reflection, and revision)	research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
		and shorter time frames (a single	revision) and shorter time	groups, and teacher-led) with	groups, and teacher-led) with
		sitting or a day or two) for a range of	frames (a single sitting or a day	diverse partners on grade 7	diverse partners on grade 8
		tasks, purposes, and audiences.	or two) for a range of discipline	topics, texts, and issues,	topics, texts, and issues,
			specific tasks, purposes, and	building on others' ideas and	building on others' ideas and
			audiences.	expressing their own clearly.	expressing their own clearly.
				Follow rules for collegial	Follow rules for collegial
				discussions, track progress	discussions and decision-
				toward specific goals and	making, track progress
				deadlines, and define	toward specific goals and
				individual roles as needed.	deadlines, and define
				Pose questions that elicit	individual roles as needed.
				elaboration and respond to	Pose questions that
				others' questions and	connect the ideas of several
				comments with relevant	speakers and respond to
				observations and ideas that	others' questions and
				bring the discussion back on	comments with relevant
				topic as needed.	evidence, observations, and
				Acknowledge new	ideas.
				information expressed by	Acknowledge new
				others and, when warranted,	information expressed by

others, and, when warranted,

qualify or justify their own views in light of the evidence

presented.

modify their own views.

Touchstones Volume A Ali	ignment to Common Core ELA Standar	rds Copyright 2	2012 Touchstones Discussion P	roject. All rights reserved.
Touchstones Volume A Ali	Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and	SL.6.1. 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,	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	including visually, quantitatively, and orally.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.4. 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.

Touchstones Volume	A Alignment to	Common Cou	o ELA Standarde
Touchstones volume	a alignment to	Common Coi	e FLA Standards

	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		findings, emphasizing salient	SL.8.6. Adapt speech to a
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.6.4. 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.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Touchstones Volume	A Alignment to	Common Core	FIA Standards
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	Language: 2. Demonstrate command	L.6.2. Demonstrate command	L.7.3. Use knowledge of	L.8.4. Determine or clarify
	of the conventions of standard	of the conventions of standard	language and its conventions	the meaning of unknown and
	English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
	and spelling when writing.	punctuation, and spelling when	reading, or listening.	phrases based on grade 8
		writing.	Choose language that	reading and content,
		Use punctuation (commas,	expresses ideas precisely and	choosing flexibly from a
		parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
		nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
		elements.	redundancy.*	overall meaning of a
		Spell correctly.		sentence or paragraph; a
				word's position or function
				in a sentence) as a clue to the
				meaning of a word or phrase.
				Use common, grade-
				appropriate Greek or Latin
				affixes and roots as clues to
				the meaning of a word (e.g.,
				precede, recede, secede).
				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.
				Verify the preliminary
				determination of the meaning

Touchstones	Volume A	Alignment to	Common	Core FLA	Standards
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Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
	Maintain consistency in style	Use context (e.g., the	context.
	and tone.*	overall meaning of a	Use the relationship
		sentence or paragraph; a	between particular words to
		word's position or function	better understand each of the
		in a sentence) as a clue to the	words.
		meaning of a word or phrase.	
		Use common, grade-	
		appropriate Greek or Latin	
		affixes and roots as clues to	
		the meaning of a word (e.g.,	
		belligerent, bellicose, rebel).	
		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.	
		Verify the preliminary	
		latamaination of the meaning	

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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases		8 8	general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	laboration the informed meaning	I .	

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Language: 5. Demonstrate	L.6.5. Demonstrate	L.7.6. Acquire and use	
understanding of word relationships	understanding of figurative	accurately grade-appropriate	
and nuances in word meanings.	language, word relationships,	general academic and domain	
	and nuances in word meanings.	specific words and phrases;	
	Interpret figures of speech	gather vocabulary knowledge	
	(e.g., personification) in	when considering a word or	
	context.	phrase important to	
	Use the relationship between	comprehension or	
	particular words (e.g.,	expression.	
	cause/effect, part/whole,		
	item/category) to better		
	understand each of the words.		
	Distinguish among the		
	connotations (associations) of		
	words with similar denotations		
	(definitions) (e.g., stingy,		
	scrimping, economical,		
	unwasteful, thrifty).		
	7		
Language: 6. Acquire and use	L.6.6. Acquire and use		
accurately a range of general	accurately grade-appropriate		
academic and domain-specific word	1~		
and phrases sufficient for reading,	specific words and phrases;		
writing, speaking, and listening at th	1-		
college and career readiness level;	when considering a word or		
demonstrate independence in	phrase important to		
gathering vocabulary knowledge	comprehension or expression.		
when considering a word or phrase			
important to comprehension or			
expression.			

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		•	RL.6.1. Cite textual evidence to		
		determine what the text says	support analysis of what the	* *	evidence that most strongly
		explicitly and to make logical	text says explicitly as well as	analysis of what the text says	* *
		inferences from it; cite specific	inferences drawn from the text.	explicitly as well as	the text says explicitly as
		textual evidence when writing or		inferences drawn from the	well as inferences drawn
		speaking to support conclusions		text.	from the text.
21	Frankenstein	drawn from the text.			
		Reading: 2. Determine central ideas	RL.6.2. Determine a theme or	RL.7.2. Determine a theme	RL.8.2. Determine a theme
		or themes of a text and analyze their	central idea of a text and how it	or central idea of a text and	or central idea of a text and
		development; summarize the key	is conveyed through particular	analyze its development over	analyze its development over
		supporting details and ideas.	details; provide a summary of	the course of the text;	the course of the text,
			the text distinct from personal	provide an objective	including its relationship to
			opinions or judgments.	summary of the text.	the characters, setting, and
					plot; provide an objective
					summary of the text.
		Reading: 3. Analyze how and why	RL.6.3. Describe how a	RL.7.3. Analyze how	RL.8.3. Analyze how
			particular story's or drama's	•	particular lines of dialogue or
			plot unfolds in a series of	or drama interact (e.g., how	incidents in a story or drama
		_	episodes as well as how the	. •	propel the action, reveal
			characters respond or change as	~ ~	aspects of a character, or
			the plot moves toward a	1 /	provoke a decision.
			resolution.		1
		Reading: 4. Interpret words and	RL.6.4. Determine the meaning	RL.7.4. Determine the	RL.8.4. Determine the
		2	of words and phrases as they	meaning of words and	meaning of words and
		*	are used in a text, including		phrases as they are used in a
			figurative and connotative	I^ -	text, including figurative and
		<u> </u>	meanings; analyze the impact	connotative meanings;	connotative meanings;
			of a specific word choice on		analyze the impact of
		1 6	meaning and tone.	and other repetitions of	specific word choices on
			5	_	meaning and tone, including
				a specific verse or stanza of a	
				_	other texts.
				drama.	

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Touchstones volume	A Alignment to common	Core LLA Standards

Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		author develops and contrasts	RL.8.10. By the end of the
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.4. 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.)
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)	and style are appropriate to task, purpose, and audience. (Grade-specific expectations	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Reading: 9. Analyze how two or	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
more texts address similar themes or	and support from peers and	and support from peers and	literary or informational text
topics in order to build knowledge or	adults, develop and strengthen	adults, develop and	to support analysis,
to compare the approaches the	writing as needed by planning,	strengthen writing as needed	reflection, and research.
authors take.	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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Reading: 10. Read and comprehend	W.6.9. Draw evidence from	W.7.9. Draw evidence from	W.8.10. Write routinely over
complex literary and informational	literary or informational texts	literary or informational texts	extended time frames (time
texts independently and proficiently.	to support analysis, reflection,	to support analysis,	for research, reflection, and
	and research.	reflection, and research.	revision) and shorter time
	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
	standards to literature (e.g.,	standards to literature (e.g.,	day or two.
	"Compare and contrast texts in	"Compare and contrast a	
	different forms or genres [e.g.,	fictional portrayal of a time,	
	stories and poems; historical	place, or character and a	
	novels and fantasy stories] in	historical account of the	
	terms of their approaches to	same period as a means of	
	similar themes and topics").	understanding how authors	
	Apply grade 6 Reading	of fiction use or alter	
	7	history").	
	(e.g., "Trace and evaluate the	Apply grade 7 Reading	
	argument and specific claims in	•	
	a text, distinguishing claims	nonfiction (e.g. "Trace and	
	that are supported by reasons	evaluate the argument and	
	and evidence from claims that	specific claims in a text,	
	are not").	assessing whether the	
		reasoning is sound and the	
		evidence is relevant and	
		sufficient to support the	
		claims").	

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	Writing	g: 1. Write arguments to	W.6.10. Write routinely over	W.7.10. Write routinely over	SL.8.1. Engage effectively in
	suppor	t claims in an analysis of	extended time frames (time for	extended time frames (time	a range of collaborative
	substar	ntive topics or texts, using	research, reflection, and	for research, reflection, and	discussions (one-on-one, in
	valid re	easoning and relevant and	revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
	sufficie	ent evidence.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
			or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
			specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
			audiences.	purposes, and audiences.	expressing their own clearly.
					Follow rules for collegial
					discussions and decision-
					making, track progress
					toward specific goals and
					deadlines, and define
					individual roles as needed.
					Pose questions that
					connect the ideas of several
					speakers and respond to
					others' questions and
					comments with relevant
					evidence, observations, and
					ideas.
					Acknowledge new
					information expressed by
					others, and, when warranted,
					qualify or justify their own
					views in light of the evidence

presented.

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TOUCHS VOIGHT A AND	Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SL.6.1. Engage effectively in a range of collaborative	SL.7.1. 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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit	SL.8.4. 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
	revising, editing, rewriting, or trying a new approach.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	presented in diverse media and formats (e.g., visually,	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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		Writing: 0 Draw avidance from	SI 6	3 Delineate a speaker's	CI	7.3 Delineate a speaker's	Ι Ω 1	Demonstrate commo

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	_	SL.6.3. Delineate a speaker's	SL.7.3. Delineate a speaker's	L.8.1. Demonstrate command
	literary or informational texts to	argument and specific claims,	argument and specific	of the conventions of
	support analysis, reflection, and	distinguishing claims that are	claims, evaluating the	standard English grammar
	research.	supported by reasons and	soundness of the reasoning	and usage when writing or
		evidence from claims that are	and the relevance and	speaking.
		not.	sufficiency of the evidence.	
	Writing: 10. Write routinely over	SL.6.4. Present claims and	SL.7.4. Present claims and	L.8.2. Demonstrate command
	extended time frames (time for	findings, sequencing ideas	findings, emphasizing salient	of the conventions of
	research, reflection, and revision)	logically and using pertinent	points in a focused, coherent	standard English
	and shorter time frames (a single	descriptions, facts, and details	manner with pertinent	capitalization, punctuation,
	sitting or a day or two) for a range of	to accentuate main ideas or	descriptions, facts, details,	and spelling when writing.
	tasks, purposes, and audiences.	themes; use appropriate eye	and examples; use	Use punctuation (comma,
		contact, adequate volume, and	appropriate eye contact,	ellipsis, dash) to indicate a
		clear pronunciation.	adequate volume, and clear	pause or break.
		•	pronunciation.	Spell correctly.
				,
	Speaking and Listening: 1. Prepare	SL.6.6. Adapt speech to a	SL.7.6. Adapt speech to a	L.8.3. Use knowledge of
	for and participate effectively in a	variety of contexts and tasks,		language and its conventions
	range of conversations and	demonstrating command of	demonstrating command of	when writing, speaking,
		formal English when indicated	formal English when	reading, or listening.
	•	or appropriate.	indicated or appropriate.	
	expressing their own clearly and	11 - F	Tr Tr	
	persuasively.			
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Speaking and Listening: 2. Integrate	L.6.1. Demonstrate command	L.7.1. Demonstrate command	1
and evaluate information presented	of the conventions of standard	of the conventions of	the meaning of unknown and
in diverse media and formats,	English grammar and usage	standard English grammar	multiple-meaning words or
including visually, quantitatively,	when writing or speaking.	and usage when writing or	phrases based on grade 8
and orally.		speaking.	reading and content,
			choosing flexibly from a
			range of strategies.
			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.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary
			1-4

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	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elementsSpell correctly.	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	when writing, speaking, reading, or listening.	L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	general academic and domai specific words and phrases; gather vocabulary knowledge

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	Speaking and Listening: 6. Adapt	L.6.4. Determine or clarify the	L.7.4. Determine or clarify	
	speech to a variety of contexts and	meaning of unknown and	the meaning of unknown and	
	communicative tasks, demonstrating	multiple-meaning words and	multiple-meaning words and	
	command of formal English when	phrases based on grade 6	phrases based on grade 7	
	indicated or appropriate.	reading and content, choosing	reading and content,	
		flexibly from a range of	choosing flexibly from a	
		strategies.	range of strategies.	
		Use context (e.g., the overall	Use context (e.g., the	
		meaning of a sentence or	overall meaning of a	
		paragraph; a word's position or	sentence or paragraph; a	
		function in a sentence) as a	word's position or function	
		clue to the meaning of a word	in a sentence) as a clue to the	
		or phrase.	meaning of a word or phrase.	
		Use common, grade-	Use common, grade-	
		appropriate Greek or Latin	appropriate Greek or Latin	
		affixes and roots as clues to the	affixes and roots as clues to	
		meaning of a word (e.g.,	the meaning of a word (e.g.,	
		audience, auditory, audible).	belligerent, bellicose, rebel).	
		Consult reference materials	Consult general and	
		(e.g., dictionaries, glossaries,	specialized reference	
		thesauruses), both print and	materials (e.g., dictionaries,	
		digital, to find the	glossaries, thesauruses), both	
		pronunciation of a word or	print and digital, to find the	
		determine or clarify its precise	pronunciation of a word or	
		meaning or its part of speech.	determine or clarify its	
		Verify the preliminary	precise meaning or its part of	
		determination of the meaning	speech.	
		of a word or phrase (e.g., by	Verify the preliminary	
		alexaleina the informed meaning	1 data	

Touchstones Volume	A Alignment to	Common Core	FIA Standards
Touchstones volume	A Alignment to t	Common Core	e era Standards

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Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Language: 2. Demonstrate command for the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command for the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command to comprehension or expression.	T 1 D	ly can		, ,
English grammar and usage when writing or speaking. language, word relationships, and nuances in word meanings Interpret figures of speech (e.g., personification) in context Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command of the conventions of standard enders and particular words (e.g., synonym/antonym, analogy) to better understand each of the words Language: 2. Demonstrate command of the conventions of standard excurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			L.7.5. Demonstrate	
writing or speaking. and nuances in word meanings. — Interpret figures of speech (e.g., personification) in context. — Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. — Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.6. 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.		0 0		
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command of the conventions of standard English eaplitalization, punctuation, and spelling when writing. Linguage: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Linguage: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Linguage: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when considering a word or phrase important to comprehension or expression. Linterpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. -Use the relationship between particular words (e.g., synonyn/antonym, analogy) to better understand each of the words (definitions) (e.g., strigy, scrimping, economical, unwasteful, thrifty). Linguage: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Linterpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. -Use the relationship between particular words (e.g., synonyn/antonym, analogy) to better understand each of the words 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.				
(e.g., personification) in context. - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command of the conventions of standard end to the words when considering a word or phrase important to comprehension or expression. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., particular	writing or speaking.			
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Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: and spelling when writing. Language: 2. Demonstrate command of the conventions of standard end spelling when writing. Language: and spelling when writing. Language: 2. Demonstrate command of the conventions of standard end spelling when writing. Language: 2. Demonstrate command of the conventions of standard end spelling when writing. Language: 2. Demonstrate command of the conventions of standard end spelling when writing. Language: 2. Demonstrate command of the conventions of standard end of the conventions of standard end spelling when writing. Language: 2. Demonstrate command of the conventions of standard end of the words L.7.6. 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.		(e.g., personification) in	Interpret figures of speech	
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command of the conventions of standard English capitalization on the conventions of the words L.7.6. 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 comprehension or		context.	(e.g., literary, biblical, and	
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: a conventions of standard English capitalization, punctuation, and spelling when writing. Language: a conventions of standard English capitalization, punctuation, and spelling when writing. Language: a comprehension or expression. Language: b capitalization, punctuation, and spelling when writing. Language: a command of the conventions of standard each of the words Language: a command of the conventions of standard each of the words Language: a command of the words Language: a command of the conventions of standard each of the words Language: a command of the words		Use the relationship between	mythological allusions) in	
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command of the conventions of standard end spelling when writing. Language: 2. Demonstrate command of the conventions of standard end spelling when writing. Language: 2. Demonstrate command of the conventions of standard end spelling when writing. Language: 2. Demonstrate command of the conventions of standard end spelling when writing. Language: 2. Demonstrate command of the conventions of standard end spelling when writing. Language: 2. Demonstrate command of the conventions of standard end 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.		particular words (e.g.,	context.	
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Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Language: 2. Demonstrate command of the conventions of standard eacurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		item/category) to better	between particular words	
connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.6. 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.		understand each of the words.	(e.g., synonym/antonym,	
connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.6. 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. L.7.6. 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.		Distinguish among the	analogy) to better understand	
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.6. 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. L.7.6. 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.		connotations (associations) of	each of the words	
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.6. 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.		words with similar denotations		
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.6. 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.		(definitions) (e.g., stingy,		
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.6. 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. L.7.6. 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				
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.6. 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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English capitalization, punctuation, and spelling when writing. English capitalization, punctuation, and spelling when writing. general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or		_	_	
and spelling when writing. specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or				
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when considering a word or phrase important to comprehension or expression. when considering a word or phrase important to comprehension or	and spenning when witting.		_	
phrase important to phrase important to comprehension or expression.		,		
comprehension or expression. comprehension or		_	<u> </u>	
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expression.		comprenension or expression.	1	
			expression.	

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	Language: 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
	Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
	Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

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		Reading: 1. Read closely to	RI.6.1. Cite textual evidence to	RI.7.1. Cite several pieces of	
		determine what the text says	support analysis of what the	textual evidence to support	evidence that most strongly
		explicitly and to make logical	text says explicitly as well as	analysis of what the text says	supports an analysis of what
		inferences from it; cite specific	inferences drawn from the text.	explicitly as well as	the text says explicitly as
	Narrative of the Life	textual evidence when writing or		inferences drawn from the	well as inferences drawn
	of	speaking to support conclusions		text.	from the text.
22	Frederick Douglass	drawn from the text.			
		Reading: 2. Determine central ideas	RI.6.2. Determine a central	RI.7.2. Determine two or	RI.8.2. Determine a central
			idea of a text and how it is	more central ideas in a text	idea of a text and analyze its
		development; summarize the key	conveyed through particular	and analyze their	development over the course
		supporting details and ideas.	details; provide a summary of	1	of the text, including its
		supporting details and recus.	the text distinct from personal	of the text; provide an	relationship to supporting
			opinions or judgments.	objective summary of the	ideas; provide an objective
			opinions of judgments.	text.	summary of the text.
				text.	summary of the text.
		D 1' 2 A 1 1 1 1	DI 62 A 1 ' 1 4 '11	DL 7.2 A 1 41	DIO 2 A 1 1
		Reading: 3. Analyze how and why	RI.6.3. Analyze in detail how a	•	RI.8.3. Analyze how a text
			key individual, event, or idea is	individuals, events, and ideas	makes connections among
		develop and interact over the course of a text.	introduced, illustrated, and elaborated in a text (e.g.,		individuals, ideas, or events
		or a text.	through examples or	in a text (e.g., how ideas influence individuals or	(e.g., through comparisons,
			anecdotes).	events, or how individuals	analogies, or categories).
			anecdotes).	influence ideas or events).	analogies, or categories).
				influence ideas of events).	
		Reading: 4. Interpret words and	RI.6.4. Determine the meaning	RI.7.4. Determine the	RI.8.4. Determine the
		phrases as they are used in a text,	of words and phrases as they	meaning of words and	meaning of words and
		including determining technical,	are used in a text, including	T	phrases as they are used in a
		connotative, and figurative	figurative, connotative, and	text, including figurative,	text, including figurative,
			technical meanings.	connotative, and technical	connotative, and technical
		word choices shape meaning or tone.			meanings; analyze the impact
				_	of specific word choices on
				meaning and tone.	meaning and tone, including
					analogies or allusions to
					other texts.
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Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	_	RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	RI.6.7. 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.	RI.7.8. 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.	RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
the argument and specific claims in a text, including the validity of the	RI.6.8. 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.	RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
complex literary and informational	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

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V	Writing: 1. Write arguments to	W.6.1. Write arguments to	W.7.4. Produce clear and	W.8.4. Produce clear and
S	support claims in an analysis of	support claims with clear	coherent writing in which the	coherent writing in which the
S	substantive topics or texts, using	reasons and relevant evidence.	development, organization,	development, organization,
v	valid reasoning and relevant and		and style are appropriate to	and style are appropriate to
S	sufficient evidence.		task, purpose, and audience.	task, purpose, and audience.
			(Grade-specific expectations	(Grade-specific expectations
			for writing types are defined	for writing types are defined
			in standards 1–3 above.)	in standards 1–3 above.)
V	Writing: 4. Produce clear and	W.6.4. Produce clear and	W.7.5. With some guidance	W.8.5. With some guidance
c	coherent writing in which the	coherent writing in which the	and support from peers and	and support from peers and
d	levelopment, organization, and style	development, organization, and	adults, develop and	adults, develop and
a	are appropriate to task, purpose, and	style are appropriate to task,	strengthen writing as needed	strengthen writing as needed
a	udience.	purpose, and audience. (Grade-	by planning, revising,	by planning, revising,
		specific expectations for	editing, rewriting, or trying a	editing, rewriting, or trying a
		writing types are defined in	new approach, focusing on	new approach, focusing on
		standards 1–3 above.)	how well purpose and	how well purpose and
			audience have been	audience have been
			11 1	l , , ,

addressed.

addressed.

Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
	revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
	trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
		"Compare and contrast a	"Analyze how a modern
		fictional portrayal of a time,	work of fiction draws on
		place, or character and a	themes, patterns of events, or
			character types from myths,
		same period as a means of	traditional stories, or
		_	religious works such as the
		of fiction use or alter	Bible, including describing
		history").	how the material is rendered
		11 5 0	new").
		standards to literary	Apply grade 8 Reading
		. 0	standards to literary
		_	nonfiction (e.g., "Delineate
		_	and evaluate the argument
			and specific claims in a text,
		_	assessing whether the
			reasoning is sound and the
		11	evidence is relevant and
		claims").	sufficient; recognize when
			irrelevant evidence is
			introduced").

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Writing: 9. Draw eviden	nce from W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
literary or informationa	l texts to literary or informational tex	ts extended time frames (time	extended time frames (time
support analysis, reflect	tion, and to support analysis, reflection	on, for research, reflection, and	for research, reflection, and
research.	and research.	revision) and shorter time	revision) and shorter time
	Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
	standards to literature (e.g.,	day or two) for a range of	day or two.
	"Compare and contrast text	s in discipline-specific tasks,	
	different forms or genres [e	.g., purposes, and audiences.	
	stories and poems; historica	1	
	novels and fantasy stories]:	in	
	terms of their approaches to		
	similar themes and topics")		
	Apply grade 6 Reading		
	standards to literary nonfict	ion	
	(e.g., "Trace and evaluate the	ne	
	argument and specific clain		
	a text, distinguishing claims	S	
	that are supported by reason		
	and evidence from claims the	nat	
	are not").		

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	Writing: 10. Wr	ite routinely over	W.6.10. Write routinely over	SL.7.1. Engage effectively in	SL.8.1. Engage effectively in
	extended time fr	rames (time for	extended time frames (time for	a range of collaborative	a range of collaborative
	research, reflecti	ion, and revision)	research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
	and shorter time	frames (a single	revision) and shorter time	groups, and teacher-led) with	groups, and teacher-led) with
	sitting or a day of	or two) for a range of	frames (a single sitting or a day	diverse partners on grade 7	diverse partners on grade 8
	tasks, purposes,	_	or two) for a range of discipline	_	topics, texts, and issues,
			specific tasks, purposes, and	building on others' ideas and	building on others' ideas and
			audiences.	expressing their own clearly.	expressing their own clearly.
				Follow rules for collegial	Follow rules for collegial
				discussions, track progress	discussions and decision-
				toward specific goals and	making, track progress
				deadlines, and define	toward specific goals and
				individual roles as needed.	deadlines, and define
				Pose questions that elicit	individual roles as needed.
				elaboration and respond to	Pose questions that
				others' questions and	connect the ideas of several
				comments with relevant	speakers and respond to
				observations and ideas that	others' questions and
				bring the discussion back on	comments with relevant
				topic as needed.	evidence, observations, and
				Acknowledge new	ideas.
				information expressed by	Acknowledge new
					1

others and, when warranted,

modify their own views.

information expressed by

presented.

others, and, when warranted, qualify or justify their own views in light of the evidence

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Touchstones Volume A Al	Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.4. 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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	a speaker's point of view, reasoning,		findings, emphasizing salient	SL.8.6. Adapt speech to a
	follow the line of reasoning and the organization, development, and style	logically and using pertinent descriptions, facts, and details	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
		L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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	Language: 2. Demonstrate command		L.7.3. Use knowledge of	L.8.4. Determine or clarify
	of the conventions of standard	of the conventions of standard	language and its conventions	the meaning of unknown and
	English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
	and spelling when writing.	punctuation, and spelling when	reading, or listening.	phrases based on grade 8
		writing.	Choose language that	reading and content,
		Use punctuation (commas,	expresses ideas precisely and	choosing flexibly from a
		parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
		nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
		elements.	redundancy.*	overall meaning of a
		Spell correctly.		sentence or paragraph; a
				word's position or function
				in a sentence) as a clue to the
				meaning of a word or phrase.
				Use common, grade-
				appropriate Greek or Latin
				affixes and roots as clues to
				the meaning of a word (e.g.,
				precede, recede, secede).
				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.
				Verify the preliminary
				1.4

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	Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
	language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
	language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
	contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
	for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
	comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
	or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
		Maintain consistency in style	Use context (e.g., the	context.
		and tone.*	overall meaning of a	Use the relationship
			sentence or paragraph; a	between particular words to
			word's position or function	better understand each of the
			in a sentence) as a clue to the	words.
			meaning of a word or phrase.	
			Use common, grade-	
			appropriate Greek or Latin	
			affixes and roots as clues to	
			the meaning of a word (e.g.,	
			belligerent, bellicose, rebel).	
			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.	
			Verify the preliminary	
			1	

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Touchstones volume	A Alignment to	Common Core	e era Standards

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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases	S		general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
, 11 1	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	•
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	ale a alvin a the informed meaning		

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Language: 5. Demonstrate	L.6.5. Demonstrate	L.7.6. Acquire and use	
understanding of word relationships	understanding of figurative	accurately grade-appropriate	
and nuances in word meanings.	language, word relationships,	general academic and domain	
	and nuances in word meanings.	specific words and phrases;	
	Interpret figures of speech	gather vocabulary knowledge	
	(e.g., personification) in	when considering a word or	
	context.	phrase important to	
	Use the relationship between	comprehension or	
	particular words (e.g.,	expression.	
	cause/effect, part/whole,		
	item/category) to better		
	understand each of the words.		
	Distinguish among the		
	connotations (associations) of		
	words with similar denotations		
	(definitions) (e.g., stingy,		
	scrimping, economical,		
	unwasteful, thrifty).		
	7		
Language: 6. Acquire and use	L.6.6. Acquire and use		
accurately a range of general	accurately grade-appropriate		
academic and domain-specific word	1~		
and phrases sufficient for reading,	specific words and phrases;		
writing, speaking, and listening at the	1-		
college and career readiness level;	when considering a word or		
demonstrate independence in	phrase important to		
gathering vocabulary knowledge	comprehension or expression.		
when considering a word or phrase			
important to comprehension or			
expression.			

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			RI.6.1. Cite textual evidence to	_	
		determine what the text says	support analysis of what the	textual evidence to support	evidence that most strongly
		explicitly and to make logical	text says explicitly as well as	analysis of what the text says	supports an analysis of what
		inferences from it; cite specific	inferences drawn from the text.	explicitly as well as	the text says explicitly as
		textual evidence when writing or		inferences drawn from the	well as inferences drawn
	The Peloponnesian	speaking to support conclusions		text.	from the text.
23	Wars	drawn from the text.			
		Reading: 2. Determine central ideas	RI.6.2. Determine a central	RI.7.2. Determine two or	RI.8.2. Determine a central
		<u> </u>	idea of a text and how it is	more central ideas in a text	idea of a text and analyze its
		development; summarize the key	conveyed through particular	and analyze their	development over the course
		supporting details and ideas.	details; provide a summary of	1	of the text, including its
		supporting details and recas.	the text distinct from personal	of the text; provide an	relationship to supporting
			opinions or judgments.	objective summary of the	ideas; provide an objective
			opinions of judgments.	text.	summary of the text.
				text.	summary of the text.
		Deadings 2 Analyses have and solve	DI 6.2. Analysis is detail how a	DI 7.2 A malama dha	DI 9 2 Analysis have a tart
		Reading: 3. Analyze how and why	RI.6.3. Analyze in detail how a	•	RI.8.3. Analyze how a text
			key individual, event, or idea is introduced, illustrated, and	individuals, events, and ideas	makes connections among
		develop and interact over the course of a text.	elaborated in a text (e.g.,		individuals, ideas, or events
		or a text.	through examples or	in a text (e.g., how ideas influence individuals or	(e.g., through comparisons,
			anecdotes).	events, or how individuals	analogies, or categories).
			anecdotes).	influence ideas or events).	analogies, or categories).
				influence ideas of events).	
		-	RI.6.4. Determine the meaning	RI.7.4. Determine the	RI.8.4. Determine the
		phrases as they are used in a text,	of words and phrases as they	meaning of words and	meaning of words and
		including determining technical,	are used in a text, including	T -	phrases as they are used in a
		connotative, and figurative	figurative, connotative, and	text, including figurative,	text, including figurative,
			technical meanings.	connotative, and technical	connotative, and technical
		word choices shape meaning or tone.			meanings; analyze the impact
				_	of specific word choices on
				meaning and tone.	meaning and tone, including
					analogies or allusions to
					other texts.
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Touchstones Volume	A Alignment to	Common Core	FIA Standards
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Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	_	RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	RI.6.7. 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.	RI.7.8. 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.	RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
the argument and specific claims in a text, including the validity of the	RI.6.8. 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.	RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
complex literary and informational	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

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Writing: 1. Write arguments to	W.6.1. Write arguments to	W.7.4. Produce clear and	W.8.4. Produce clear and
support claims in an analysis of	support claims with clear	coherent writing in which the	coherent writing in which the
substantive topics or texts, using	reasons and relevant evidence.	development, organization,	development, organization,
valid reasoning and relevant and		and style are appropriate to	and style are appropriate to
sufficient evidence.		task, purpose, and audience.	task, purpose, and audience.
		(Grade-specific expectations	(Grade-specific expectations
		for writing types are defined	for writing types are defined
		in standards 1–3 above.)	in standards 1–3 above.)
Writing: 4. Produce clear and	W.6.4. Produce clear and	W.7.5. With some guidance	W.8.5. With some guidance
coherent writing in which the	coherent writing in which the	and support from peers and	and support from peers and
development, organization, and style	development, organization, and	adults, develop and	adults, develop and
are appropriate to task, purpose, and	style are appropriate to task,	strengthen writing as needed	strengthen writing as needed
audience.	purpose, and audience. (Grade-	by planning, revising,	by planning, revising,
	specific expectations for	editing, rewriting, or trying a	editing, rewriting, or trying a
	writing types are defined in	new approach, focusing on	new approach, focusing on
	standards 1–3 above.)	how well purpose and	how well purpose and

audience have been

addressed.

audience have been

addressed.

Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
	revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
	trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
		"Compare and contrast a	"Analyze how a modern
		fictional portrayal of a time,	work of fiction draws on
		place, or character and a	themes, patterns of events, or
		historical account of the	character types from myths,
		1	traditional stories, or
		understanding how authors	religious works such as the
		of fiction use or alter	Bible, including describing
		history").	how the material is rendered
		Apply grade 7 Reading	new").
		standards to literary	Apply grade 8 Reading
		nonfiction (e.g. "Trace and	standards to literary
		evaluate the argument and	nonfiction (e.g., "Delineate
		specific claims in a text,	and evaluate the argument
		assessing whether the	and specific claims in a text,
		reasoning is sound and the	assessing whether the
		evidence is relevant and	reasoning is sound and the
		sufficient to support the	evidence is relevant and
		claims").	sufficient; recognize when
			irrelevant evidence is
			introduced").

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Writing: 9. Draw eviden	nce from W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
literary or informationa	l texts to literary or informational tex	ts extended time frames (time	extended time frames (time
support analysis, reflect	tion, and to support analysis, reflection	on, for research, reflection, and	for research, reflection, and
research.	and research.	revision) and shorter time	revision) and shorter time
	Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
	standards to literature (e.g.,	day or two) for a range of	day or two.
	"Compare and contrast text	s in discipline-specific tasks,	
	different forms or genres [e	.g., purposes, and audiences.	
	stories and poems; historica	1	
	novels and fantasy stories]:	in	
	terms of their approaches to		
	similar themes and topics")		
	Apply grade 6 Reading		
	standards to literary nonfict	ion	
	(e.g., "Trace and evaluate the	ne	
	argument and specific clain		
	a text, distinguishing claims	S	
	that are supported by reason		
	and evidence from claims the	nat	
	are not").		

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Writing: 10. Write routinely over	W.6.10. Write routinely over	SL.7.1. Engage effectively in	SL.8.1. Engage effectively in
extended time frames (time for	extended time frames (time for	a range of collaborative	a range of collaborative
research, reflection, and revision)	research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
and shorter time frames (a single	revision) and shorter time	groups, and teacher-led) with	groups, and teacher-led) with
sitting or a day or two) for a range	of frames (a single sitting or a day	diverse partners on grade 7	diverse partners on grade 8
tasks, purposes, and audiences.	or two) for a range of discipline	topics, texts, and issues,	topics, texts, and issues,
	specific tasks, purposes, and	building on others' ideas and	building on others' ideas and
	audiences.	expressing their own clearly.	expressing their own clearly.
		Follow rules for collegial	Follow rules for collegial
		discussions, track progress	discussions and decision-
		toward specific goals and	making, track progress
		deadlines, and define	toward specific goals and
		individual roles as needed.	deadlines, and define
		Pose questions that elicit	individual roles as needed.
		elaboration and respond to	Pose questions that
		others' questions and	connect the ideas of several
		comments with relevant	speakers and respond to
		observations and ideas that	others' questions and
		bring the discussion back on	comments with relevant
		topic as needed.	evidence, observations, and
		Acknowledge new	ideas.
		information expressed by	Acknowledge new
		others and, when warranted,	information expressed by
		modify their own views.	others, and, when warranted,

qualify or justify their own views in light of the evidence

presented.

Touchstones Volume A Ali	ignment to Common Core ELA Standar	rds Copyright 2	2012 Touchstones Discussion P	roject. All rights reserved.
Touchstones Volume A Ali	Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and	SL.6.1. 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,	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	including visually, quantitatively, and orally.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.4. 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.

	a speaker's point of view, reasoning,		findings, emphasizing salient	SL.8.6. Adapt speech to a
	follow the line of reasoning and the organization, development, and style	logically and using pertinent descriptions, facts, and details	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
		L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	standard English	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Touchstones	Volume A	A Alignment to	Common	Core FLA	Standards
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Language: 2. Demonstrate command	L.6.2. Demonstrate command	L.7.3. Use knowledge of	L.8.4. Determine or clarify
of the conventions of standard	of the conventions of standard	language and its conventions	the meaning of unknown and
English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
and spelling when writing.	punctuation, and spelling when	reading, or listening.	phrases based on grade 8
	writing.	Choose language that	reading and content,
	Use punctuation (commas,	expresses ideas precisely and	choosing flexibly from a
	parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
	nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
	elements.	redundancy.*	overall meaning of a
	Spell correctly.		sentence or paragraph; a
			word's position or function
			in a sentence) as a clue to the
			meaning of a word or phrase.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary
	Í.		datamainatian af tha maaanina

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Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
	Maintain consistency in style	Use context (e.g., the	context.
	and tone.*	overall meaning of a	Use the relationship
		sentence or paragraph; a	between particular words to
		word's position or function	better understand each of the
		in a sentence) as a clue to the	words.
		meaning of a word or phrase.	
		Use common, grade-	
		appropriate Greek or Latin	
		affixes and roots as clues to	
		the meaning of a word (e.g.,	
		belligerent, bellicose, rebel).	
		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.	
		Verify the preliminary	
		latamaination of the meaning	

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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases	S		general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
7 11 1	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	•
	1	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	ale a alvin a the cinformed meaning		

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		Language: 5. Demonstrate	L.6.5. Demonstrate	L.7.6. Acquire and use	
			understanding of figurative	accurately grade-appropriate	
		and nuances in word meanings.	language, word relationships,	general academic and domain	
			and nuances in word meanings.	specific words and phrases;	
			Interpret figures of speech	gather vocabulary knowledge	
			(e.g., personification) in	when considering a word or	
			context.	phrase important to	
			Use the relationship between	comprehension or	
			particular words (e.g.,	expression.	
			cause/effect, part/whole,		
			item/category) to better		
			understand each of the words.		
			Distinguish among the		
			connotations (associations) of		
			words with similar denotations		
			(definitions) (e.g., stingy,		
			scrimping, economical,		
			unwasteful, thrifty).		
		I an area of A anning and area	I C C A survivo surdana		
		Language: 6. Acquire and use	L.6.6. Acquire and use		
		• •	accurately grade-appropriate		
		academic and domain-specific words	~		
		and phrases sufficient for reading,	specific words and phrases;		
		writing, speaking, and listening at the college and career readiness level;	when considering a word or		
			phrase important to		
			comprehension or expression.		
		when considering a word or phrase	comprehension of expression.		
		important to comprehension or			
		expression.			
		expression.			

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		•	RL.6.1. Cite textual evidence to		
		determine what the text says explicitly and to make logical	support analysis of what the text says explicitly as well as	textual evidence to support analysis of what the text says	evidence that most strongly
		inferences from it; cite specific		explicitly as well as	the text says explicitly as
		textual evidence when writing or	interences drawn from the text.	inferences drawn from the	well as inferences drawn
		speaking to support conclusions			from the text.
		drawn from the text.		text.	from the text.
24	Buddy				
		\mathcal{E}	RL.6.2. Determine a theme or		RL.8.2. Determine a theme
		3		or central idea of a text and	or central idea of a text and
		•	is conveyed through particular	1 -	analyze its development over
			details; provide a summary of	the course of the text;	the course of the text,
			the text distinct from personal	provide an objective	including its relationship to
			opinions or judgments.	summary of the text.	the characters, setting, and
					plot; provide an objective
					summary of the text.
		Reading: 3. Analyze how and why	RL.6.3. Describe how a	RL.7.3. Analyze how	RL.8.3. Analyze how
		individuals, events, and ideas	particular story's or drama's	particular elements of a story	particular lines of dialogue or
		develop and interact over the course	plot unfolds in a series of	or drama interact (e.g., how	incidents in a story or drama
		of a text.	episodes as well as how the	setting shapes the characters	propel the action, reveal
			characters respond or change as	or plot).	aspects of a character, or
			the plot moves toward a		provoke a decision.
			resolution.		
		Reading: 4. Interpret words and	RL.6.4. Determine the meaning	RL.7.4. Determine the	RL.8.4. Determine the
			of words and phrases as they	meaning of words and	meaning of words and
		*	are used in a text, including		phrases as they are used in a
			figurative and connotative	I^ -	text, including figurative and
		<u> </u>	meanings; analyze the impact	connotative meanings;	connotative meanings;
		•	of a specific word choice on		analyze the impact of
		, Ç	meaning and tone.	and other repetitions of	specific word choices on
			-	_	meaning and tone, including
				a specific verse or stanza of a	
				_	other texts.
				drama.	

Touchstones Volume	A Alignment to	Common Core	FI A Standards
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Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	drama's or poem's form or	RL.8.10. 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.
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	RL.6.10. 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.	RL.7.10. 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.	W.8.4. 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.)
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

lignment to Common Core ELA Standar Reading: 9. Analyze how two or	W.6.4. Produce clear and	2012 Touchstones Discussion P W.7.4. Produce clear and	W.8.9. Draw evidence from
•			
	coherent writing in which the	coherent writing in which the	· · · · · · · · · · · · · · · · · · ·
topics in order to build knowledge or		_	to support analysis,
to compare the approaches the	style are appropriate to task,	and style are appropriate to	reflection, and research.
authors take.	purpose, and audience. (Grade-		Apply grade 8 Reading
	specific expectations for	(Grade-specific expectations	standards to literature (e.g.,
	writing types are defined in	for writing types are defined	"Analyze how a modern
	standards 1–3 above.)	in standards 1–3 above.)	work of fiction draws on
			themes, patterns of events, of
			character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").
			,
Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.10. Write routinely over
complex literary and informational	and support from peers and	_	extended time frames (time
texts independently and proficiently.	adults, develop and strengthen	1 1	for research, reflection, and
icas independently and proficiently.	writing as needed by planning,	_	revision) and shorter time
	revising, editing, rewriting, or	by planning, revising,	frames (a single sitting or a
	trying a new approach.	editing, rewriting, or trying a	uay or two.
		new approach, focusing on	
		how well purpose and	
		audience have been	
		addressed.	

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Touchstones Volume A Ali	Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). 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").	W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and researchApply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history")Apply grade 7 Reading	SL.8.1. Engage effectively in
	development, organization, and style are appropriate to task, purpose, and audience.	research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline	for research, reflection, and revision) and shorter time frames (a single sitting or a	SL.8.4. 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.

Toddistones volume A	Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments tha contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	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 clearlyFollow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededPose questions that elicit	SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of
	Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Writing: 10. Write routinely over	SL.6.3. Delineate a speaker's	SL.7.3. Delineate a speaker's	L.8.2. Demonstrate command
extended time frames (time for	argument and specific claims,	argument and specific	of the conventions of
research, reflection, and revision)	distinguishing claims that are	claims, evaluating the	standard English
and shorter time frames (a single	supported by reasons and	soundness of the reasoning	capitalization, punctuation,
sitting or a day or two) for a range of	evidence from claims that are	and the relevance and	and spelling when writing.
tasks, purposes, and audiences.	not.	sufficiency of the evidence.	Use punctuation (comma,
			ellipsis, dash) to indicate a
			pause or break.
			Spell correctly.
Speaking and Listening: 1. Prepare	SL.6.4. Present claims and	SL.7.4. Present claims and	L.8.3. Use knowledge of
for and participate effectively in a	findings, sequencing ideas	findings, emphasizing salient	language and its conventions
range of conversations and	logically and using pertinent	points in a focused, coherent	when writing, speaking,
collaborations with diverse partners,	descriptions, facts, and details	manner with pertinent	reading, or listening.
building on others' ideas and	to accentuate main ideas or	descriptions, facts, details,	
expressing their own clearly and	themes; use appropriate eye	and examples; use	
persuasively.	contact, adequate volume, and	appropriate eye contact,	
	clear pronunciation.	adequate volume, and clear	
		pronunciation.	

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	Speaking and Listening: 2. Integrate	SL.6.6. Adapt speech to a	SL.7.6. Adapt speech to a	L.8.4. Determine or clarify
	and evaluate information presented	variety of contexts and tasks,	variety of contexts and tasks,	the meaning of unknown and
	in diverse media and formats,	demonstrating command of	demonstrating command of	multiple-meaning words or
	including visually, quantitatively,	formal English when indicated	formal English when	phrases based on grade 8
	and orally.	or appropriate.	indicated or appropriate.	reading and content,
				choosing flexibly from a
				range of strategies.
				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.
				Use common, grade-
				appropriate Greek or Latin
				affixes and roots as clues to
				the meaning of a word (e.g.,
				precede, recede, secede).
				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.
				Verify the preliminary
				datamaination of the meaning

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Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	English capitalization, punctuation, and spelling when writing.	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.6. 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.
Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	

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Touchstones volume.	a Alignment to Common	Core ELA Standards

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Language: 1. Demonstrate command	L.6.4. Determine or clarify the	L.7.4. Determine or clarify	
of the conventions of standard	meaning of unknown and	the meaning of unknown and	
English grammar and usage when	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	_	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	

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	Language: 2. Demonstrate command	L.6.5. Demonstrate	L.7.5. Demonstrate	
	of the conventions of standard	understanding of figurative	understanding of figurative	
	English capitalization, punctuation,	language, word relationships,	language, word relationships,	
	and spelling when writing.	and nuances in word meanings.	and nuances in word	
		Interpret figures of speech	meanings.	
		(e.g., personification) in	Interpret figures of speech	
		context.	(e.g., literary, biblical, and	
		Use the relationship between	mythological allusions) in	
		particular words (e.g.,	context.	
		cause/effect, part/whole,	Use the relationship	
		item/category) to better	between particular words	
		understand each of the words.	(e.g., synonym/antonym,	
		Distinguish among the	analogy) to better understand	
		connotations (associations) of	each of the words	
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
	Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
	language to understand how	accurately grade-appropriate	accurately grade-appropriate	
	language functions in different	general academic and domain-	general academic and domain	
	contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
	for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
	comprehend more fully when reading	when considering a word or	when considering a word or	
	or listening.	phrase important to	phrase important to	
		comprehension or expression.	comprehension or	
			expression.	

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
25	The Souls of Black		RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	textual evidence to support analysis of what the text says	RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Touchstones Volume	A Alignment to	Common Core	FIA Standards
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<u> </u>	RI.6.2. 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.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
individuals, events, and ideas	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	•	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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Touchstones volume A An	igniment to common core LLA Standar		.012 Touchstones Discussion r	roject. Ali rigilta reaerveu.
	Reading: 6. Assess how point of	RI.6.6. Determine an author's	RI.7.6. Determine an	RI.8.6. Determine an
	view or purpose shapes the content	point of view or purpose in a	author's point of view or	author's point of view or
	and style of a text.	text and explain how it is	purpose in a text and analyze	purpose in a text and analyze
		conveyed in the text.	how the author distinguishes	how the author acknowledges
			his or her position from that	and responds to conflicting
			of others.	evidence or viewpoints.
	Reading: 7. Integrate and evaluate	RI.6.7. Integrate information	RI.7.8. Trace and evaluate	RI.8.8. Delineate and
	content presented in diverse formats	presented in different media or	the argument and specific	evaluate the argument and
	and media, including visually and	formats (e.g., visually,	claims in a text, assessing	specific claims in a text,
	quantitatively, as well as in words.	quantitatively) as well as in	whether the reasoning is	assessing whether the
	1	words to develop a coherent	sound and the evidence is	reasoning is sound and the
		understanding of a topic or	relevant and sufficient to	evidence is relevant and
		issue.	support the claims.	sufficient; recognize when
			Tr Control of the Con	irrelevant evidence is
				introduced.
	Reading: 8. Delineate and evaluate	RI.6.8. Trace and evaluate the	RI.7.10. By the end of the	RI.8.10. By the end of the
	the argument and specific claims in a			year, read and comprehend
	text, including the validity of the	a text, distinguishing claims	literary nonfiction in the	literary nonfiction at the high
	reasoning as well as the relevance	that are supported by reasons	grades 6–8 text complexity	end of the grades 6–8 text
	and sufficiency of the evidence.	and evidence from claims that	band proficiently, with	complexity band
	and sufficiency of the evidence.	are not.	scaffolding as needed at the	independently and
		are not.	high end of the range.	proficiently.
			ingh ond of the range.	proficiently.
	D 1: 10 D 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	DI C 10 D 11 1 C 1	XX 7 1 XX '	WIO 1 WILL
	Reading: 10. Read and comprehend	RI.6.10. By the end of the year,	W.7.1. Write arguments to	W.8.1. Write arguments to
	complex literary and informational	read and comprehend literary	support claims with clear	support claims with clear
	texts independently and proficiently.	nonfiction in the grades 6–8	reasons and relevant	reasons and relevant
		text complexity band	evidence.	evidence.
		proficiently, with scaffolding		
		as needed at the high end of the		
		range.		

	reserved.
Writing: 1. Write arguments to W.6.1. Write arguments to W.7.4. Produce clear and W.8.4. Produce	clear and
support claims in an analysis of support claims with clear coherent writing in which the coherent writin	g in which the
substantive topics or texts, using reasons and relevant evidence. development, organization, development, or	rganization,
valid reasoning and relevant and and style are appropriate to and style are ap	propriate to
sufficient evidence. task, purpose, and audience. task, purpose, a	and audience.
(Grade-specific expectations (Grade-specific	expectations
for writing types are defined for writing types	es are defined
in standards 1–3 above.) in standards 1–	3 above.)
Writing: 4. Produce clear and W.6.4. Produce clear and W.7.5. With some guidance W.8.5. With so	me guidance
coherent writing in which the coherent writing in which the and support from peers and and support from	m peers and
development, organization, and style development, organization, and adults, develop and adults, develop	and
are appropriate to task, purpose, and style are appropriate to task, strengthen writing as needed strengthen writ	ing as needed
audience. purpose, and audience. (Grade- by planning, revising, by planning, re	vising,
specific expectations for editing, rewriting, or trying a editing, rewriting	ng, or trying a
writing types are defined in new approach, focusing on new approach,	focusing on
standards 1–3 above.) how well purpose and how well purpose	ose and
audience have been audience have	been

addressed.

addressed.

Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
	revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
	trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
		"Compare and contrast a	"Analyze how a modern
		fictional portrayal of a time,	work of fiction draws on
		place, or character and a	themes, patterns of events, or
			character types from myths,
		same period as a means of	traditional stories, or
		_	religious works such as the
		of fiction use or alter	Bible, including describing
		history").	how the material is rendered
		11 5 0	new").
		standards to literary	Apply grade 8 Reading
		. 0	standards to literary
		_	nonfiction (e.g., "Delineate
		_	and evaluate the argument
			and specific claims in a text,
		_	assessing whether the
			reasoning is sound and the
		11	evidence is relevant and
		claims").	sufficient; recognize when
			irrelevant evidence is
			introduced").

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		Writing: 9. Draw evidence from	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
		literary or informational texts to	literary or informational texts	extended time frames (time	extended time frames (time
		support analysis, reflection, and	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
		research.	and research.	revision) and shorter time	revision) and shorter time
			Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
			standards to literature (e.g.,	day or two) for a range of	day or two.
			"Compare and contrast texts in	discipline-specific tasks,	
			different forms or genres [e.g.,	purposes, and audiences.	
			stories and poems; historical		
			novels and fantasy stories] in		
			terms of their approaches to		
			similar themes and topics").		
			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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	Writing: 10. Write routinely over	W.6.10. Write routinely over		SL.8.1. Engage effectively in
	extended time frames (time for	extended time frames (time for	a range of collaborative	a range of collaborative
	research, reflection, and revision)	research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
	and shorter time frames (a single	revision) and shorter time	groups, and teacher-led) with	groups, and teacher-led) with
	sitting or a day or two) for a range of	frames (a single sitting or a day	diverse partners on grade 7	diverse partners on grade 8
	tasks, purposes, and audiences.	or two) for a range of discipline	topics, texts, and issues,	topics, texts, and issues,
		specific tasks, purposes, and	building on others' ideas and	building on others' ideas and
		audiences.	expressing their own clearly.	expressing their own clearly.
			Follow rules for collegial	Follow rules for collegial
			discussions, track progress	discussions and decision-
			toward specific goals and	making, track progress
			deadlines, and define	toward specific goals and
			individual roles as needed.	deadlines, and define
			Pose questions that elicit	individual roles as needed.
			elaboration and respond to	Pose questions that
			others' questions and	connect the ideas of several
			comments with relevant	speakers and respond to
			observations and ideas that	others' questions and
			bring the discussion back on	comments with relevant
			topic as needed.	evidence, observations, and
			Acknowledge new	ideas.

information expressed by

modify their own views.

others and, when warranted,

--Acknowledge new

presented.

information expressed by

others, and, when warranted, qualify or justify their own views in light of the evidence

Touchstones Volume A Ali	ignment to Common Core ELA Standar	ds Copyright 2	2012 Touchstones Discussion P	roject. All rights reserved.
Touchstones volume A All	Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,	SL.6.1. 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,	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the
	including visually, quantitatively, and orally.	formats (e.g., visually, quantitatively, orally) and	claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.4. 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.

Touchstones Volume	A Aliananaan++a	Camana an Cam	. FIA Ctondoudo
Touchstones volume	A Alignment to	Common Core	e era Standards

	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		findings, emphasizing salient points in a focused, coherent manner with pertinent	SL.8.6. Adapt speech to a
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.6.4. 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.	variety of contexts and tasks,	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	of the conventions of standard English grammar	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Touchstones Volume	A Alignment to	Common Core	FI A Standards
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	1, 0		
Language: 2. Demonstrate command		L.7.3. Use knowledge of	L.8.4. Determine or clarify
of the conventions of standard	of the conventions of standard	language and its conventions	the meaning of unknown and
English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
and spelling when writing.	punctuation, and spelling when	reading, or listening.	phrases based on grade 8
	writing.	Choose language that	reading and content,
	Use punctuation (commas,	expresses ideas precisely and	choosing flexibly from a
	parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
	nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
	elements.	redundancy.*	overall meaning of a
	Spell correctly.		sentence or paragraph; a
			word's position or function
			in a sentence) as a clue to the
			meaning of a word or phrase.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary
			1.4

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	Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
	language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
	language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
	contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
	for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
	comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
	or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
		Maintain consistency in style	Use context (e.g., the	context.
		and tone.*	overall meaning of a	Use the relationship
			sentence or paragraph; a	between particular words to
			word's position or function	better understand each of the
			in a sentence) as a clue to the	words.
			meaning of a word or phrase.	
			Use common, grade-	
			appropriate Greek or Latin	
			affixes and roots as clues to	
			the meaning of a word (e.g.,	
			belligerent, bellicose, rebel).	
			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.	
			Verify the preliminary	
			datamaination of the meaning	

Touchstones Volume	A Alignment to	Common Core	FI A Standards
Touchstones volume	. A Alignment to (Lommon Core	ELA Standards

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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases	multiple-meaning words and	language, word relationships,	general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	alaa alain a 4laa in Camad na aanin a		

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I	Language: 5. Demonstrate	L.6.5. Demonstrate	L.7.6. Acquire and use	
	= =	understanding of figurative	accurately grade-appropriate	
	-	language, word relationships,	general academic and domain	
		and nuances in word meanings.	specific words and phrases;	
		Interpret figures of speech	gather vocabulary knowledge	
		(e.g., personification) in	when considering a word or	
		context.	phrase important to	
		Use the relationship between	comprehension or	
		particular words (e.g.,	expression.	
		cause/effect, part/whole,		
		item/category) to better		
		understand each of the words.		
		Distinguish among the		
		connotations (associations) of		
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
		L.6.6. Acquire and use		
		accurately grade-appropriate		
	academic and domain-specific words	~		
	and phrases sufficient for reading,	specific words and phrases;		
	writing, speaking, and listening at the			
		when considering a word or		
	•	phrase important to		
1 1		comprehension or expression.		
	when considering a word or phrase			
	mportant to comprehension or			
l le	expression.			

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		·	RI.6.1. Cite textual evidence to	_	
		determine what the text says	support analysis of what the	textual evidence to support	evidence that most strongly
		explicitly and to make logical	text says explicitly as well as	analysis of what the text says	
		inferences from it; cite specific	inferences drawn from the text.	explicitly as well as	the text says explicitly as
		textual evidence when writing or		inferences drawn from the	well as inferences drawn
		speaking to support conclusions		text.	from the text.
26	Pensées	drawn from the text.			
		Reading: 2. Determine central ideas	RI.6.2. Determine a central	RI.7.2. Determine two or	RI.8.2. Determine a central
			idea of a text and how it is	more central ideas in a text	idea of a text and analyze its
		development; summarize the key	conveyed through particular	and analyze their	development over the course
		supporting details and ideas.	details; provide a summary of	development over the course	of the text, including its
			the text distinct from personal	of the text; provide an	relationship to supporting
			opinions or judgments.	objective summary of the	ideas; provide an objective
				text.	summary of the text.
					·
		Reading: 3. Analyze how and why	RI.6.3. Analyze in detail how a	RI.7.3. Analyze the	RI.8.3. Analyze how a text
			key individual, event, or idea is		makes connections among
			introduced, illustrated, and	individuals, events, and ideas	•
		of a text.	elaborated in a text (e.g.,	in a text (e.g., how ideas	individuals, ideas, or events
			through examples or	influence individuals or	(e.g., through comparisons,
			anecdotes).	events, or how individuals	analogies, or categories).
			,	influence ideas or events).	
		Reading: 4. Interpret words and	RI.6.4. Determine the meaning	RI.7.4. Determine the	RI.8.4. Determine the
		phrases as they are used in a text,	of words and phrases as they	meaning of words and	meaning of words and
		including determining technical,	are used in a text, including		phrases as they are used in a
		connotative, and figurative	figurative, connotative, and	text, including figurative,	text, including figurative,
			technical meanings.	connotative, and technical	connotative, and technical
		word choices shape meaning or tone.	6		meanings; analyze the impact
					of specific word choices on
				meaning and tone.	meaning and tone, including
					analogies or allusions to
					other texts.

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Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	_	RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
content presented in diverse formats	RI.6.7. 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.	RI.7.8. 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.	RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
the argument and specific claims in a text, including the validity of the	RI.6.8. 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.	RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
complex literary and informational texts independently and proficiently.	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

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	Writing	g: 1. Write arguments to	W.6.1. Write arguments to	W.7.4. Produce clear and	W.8.4. Produce clear and
	suppor	t claims in an analysis of	support claims with clear	coherent writing in which the	coherent writing in which the
	substar	ntive topics or texts, using	reasons and relevant evidence.	development, organization,	development, organization,
	valid re	easoning and relevant and		and style are appropriate to	and style are appropriate to
	sufficie	ent evidence.		task, purpose, and audience.	task, purpose, and audience.
				(Grade-specific expectations	(Grade-specific expectations
				for writing types are defined	for writing types are defined
				in standards 1–3 above.)	in standards 1–3 above.)
	Writing	g: 4. Produce clear and	W.6.4. Produce clear and	W.7.5. With some guidance	W.8.5. With some guidance
	cohere	nt writing in which the	coherent writing in which the	and support from peers and	and support from peers and
	develo	pment, organization, and style	development, organization, and	adults, develop and	adults, develop and
	are app	propriate to task, purpose, and	style are appropriate to task,	strengthen writing as needed	strengthen writing as needed
	audien	ce.	purpose, and audience. (Grade-	by planning, revising,	by planning, revising,
			specific expectations for	editing, rewriting, or trying a	editing, rewriting, or trying a
			writing types are defined in	new approach, focusing on	new approach, focusing on
			standards 1–3 above.)	how well purpose and	how well purpose and
				audience have been	audience have been

addressed.

addressed.

Touchstones Volume A Alignment to Common Core ELA Standa Writing: 5. Develop and strengthen	W.6.5. With some guidance	2012 Touchstones Discussion P W.7.9. Draw evidence from	W.8.9. Draw evidence from
writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
revising, editing, rewriting, or trying		to support analysis,	to support analysis,
a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
	revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
	trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
		"Compare and contrast a	"Analyze how a modern
		fictional portrayal of a time,	work of fiction draws on
		place, or character and a	themes, patterns of events, or
		historical account of the	character types from myths,
		same period as a means of	traditional stories, or
		understanding how authors	religious works such as the
		of fiction use or alter	Bible, including describing
		history").	how the material is rendered
		Apply grade 7 Reading	new").
		standards to literary	Apply grade 8 Reading
		nonfiction (e.g. "Trace and	standards to literary
		evaluate the argument and	nonfiction (e.g., "Delineate
		specific claims in a text,	and evaluate the argument
		assessing whether the	and specific claims in a text,
		reasoning is sound and the	assessing whether the
		evidence is relevant and	reasoning is sound and the
		sufficient to support the	evidence is relevant and
		claims").	sufficient; recognize when
			irrelevant evidence is
			introduced").

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		Writing: 9. Draw evidence from	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
		literary or informational texts to	literary or informational texts	extended time frames (time	extended time frames (time
		support analysis, reflection, and	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
		research.	and research.	revision) and shorter time	revision) and shorter time
			Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
			standards to literature (e.g.,	day or two) for a range of	day or two.
			"Compare and contrast texts in	discipline-specific tasks,	
			different forms or genres [e.g.,	purposes, and audiences.	
			stories and poems; historical		
			novels and fantasy stories] in		
			terms of their approaches to		
			similar themes and topics").		
			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").		

Touchstones Volume A Alignment to Common Core ELA Sta	ndards
Writing: 10. Write routinely over	W.

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	Writing: 10. Write routinely over		SI 7.1 Engage effectively in	SL.8.1. Engage effectively in
	extended time frames (time for	extended time frames (time for		a range of collaborative
	research, reflection, and revision)	research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
	and shorter time frames (a single	· · · · · · · · · · · · · · · · · · ·	,	groups, and teacher-led) with
				_
		frames (a single sitting or a day	_	diverse partners on grade 8
	tasks, purposes, and audiences.	or two) for a range of discipline	_	topics, texts, and issues,
		1 ~ ~ ~		building on others' ideas and
		audiences.	expressing their own clearly.	expressing their own clearly.
			Follow rules for collegial	Follow rules for collegial
			discussions, track progress	discussions and decision-
			toward specific goals and	making, track progress
			deadlines, and define	toward specific goals and
			individual roles as needed.	deadlines, and define
			Pose questions that elicit	individual roles as needed.
			elaboration and respond to	Pose questions that
			others' questions and	connect the ideas of several
			comments with relevant	speakers and respond to
			observations and ideas that	others' questions and
			bring the discussion back on	comments with relevant
			topic as needed.	evidence, observations, and
			Acknowledge new	ideas.
			information expressed by	Acknowledge new
			others and, when warranted,	information expressed by
			modify their own views.	others, and, when warranted,
			modify their own views.	qualify or justify their own
				views in light of the evidence
				presented.
I				presenteu.

Touchstones Volume A	Alignment to Common Core ELA Standa	rds Copyright 2	2012 Touchstones Discussion F	Project. All rights reserved.
	Speaking and Listening: 1. Prepare	SL.6.1. Engage effectively in a	SL.7.2. Analyze the main	SL.8.2. Analyze the purpose
	for and participate effectively in a	range of collaborative	ideas and supporting details	of information presented in
	range of conversations and	discussions (one-on-one, in	presented in diverse media	diverse media and formats
	collaborations with diverse partners,	groups, and teacher-led) with	and formats (e.g., visually,	(e.g., visually, quantitatively,
	building on others' ideas and	diverse partners on grade 6	quantitatively, orally) and	orally) and evaluate the
	expressing their own clearly and	topics, texts, and issues,	explain how the ideas clarify	motives (e.g., social,
	persuasively.	building on others' ideas and	a topic, text, or issue under	commercial, political) behind
		expressing their own clearly.	study.	its presentation.
		Follow rules for collegial		
		discussions, set specific goals		
		and deadlines, and define		
		individual roles as needed.		
		Pose and respond to specific		
		questions with elaboration and		
		detail by making comments that	t	
		contribute to the topic, text, or		
		issue under discussion.		
		Review the key ideas		
		expressed and demonstrate		
		understanding of multiple		
		perspectives through reflection		
		and paraphrasing.		
	Speaking and Listening: 2. Integrate	SL.6.2. Interpret information	SL.7.3. Delineate a speaker's	SL.8.4. Present claims and
	and evaluate information presented	presented in diverse media and	argument and specific	findings, emphasizing salient
	in diverse media and formats,	formats (e.g., visually,	claims, evaluating the	points in a focused, coherent
	including visually, quantitatively,	quantitatively, orally) and	soundness of the reasoning	manner with relevant
	and orally.	explain how it contributes to a	and the relevance and	evidence, sound valid
	in a surge	topic, text, or issue under	sufficiency of the evidence.	reasoning, and well-chosen
		study.		details; use appropriate eye
				contact, adequate volume,
				and clear pronunciation.
				and crear pronunciation.

	a speaker's point of view, reasoning,		findings, emphasizing salient	SL.8.6. Adapt speech to a
	follow the line of reasoning and the organization, development, and style	logically and using pertinent descriptions, facts, and details	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
		L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Touchstones volume	A Alignment to	Common Core	e era Standards

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Language: 2. Demonstrate command	I 62 Demonstrate command	L.7.3. Use knowledge of	L.8.4. Determine or clarify
of the conventions of standard	of the conventions of standard	_	
			the meaning of unknown and
English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
and spelling when writing.	punctuation, and spelling when		phrases based on grade 8
	writing.	Choose language that	reading and content,
	Use punctuation (commas,	expresses ideas precisely and	
	parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
	nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
	elements.	redundancy.*	overall meaning of a
	Spell correctly.		sentence or paragraph; a
			word's position or function
			in a sentence) as a clue to the
			meaning of a word or phrase.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary
			determination of the meaning

Tou	chstones '	Volume .	A Ali	gnment	to	Cor	nm	on	Core	EL	Α	Stan	dar	ds

	Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
	language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
	language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
	contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
	for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
	comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
	or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
		Maintain consistency in style	Use context (e.g., the	context.
		and tone.*	overall meaning of a	Use the relationship
			sentence or paragraph; a	between particular words to
			word's position or function	better understand each of the
			in a sentence) as a clue to the	words.
			meaning of a word or phrase.	
			Use common, grade-	
			appropriate Greek or Latin	
			affixes and roots as clues to	
			the meaning of a word (e.g.,	
			belligerent, bellicose, rebel).	
			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.	
			Verify the preliminary	
			dotamaination of the meaning	

Touchstones Volume	A Alignment to	Common Core	FI A Standards
Touchstones volume	. A Alignment to (Lommon Core	ELA Standards

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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases			general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
, 11 1	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	•
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	ale a drin a the informed meaning		

ne A Alignment to Common Core ELA Standar Language: 5. Demonstrate	L.6.5. Demonstrate	2012 Touchstones Discussion Project. All rights re L.7.6. Acquire and use	
understanding of word relationships	understanding of figurative	accurately grade-appropriate	
and nuances in word meanings.	language, word relationships,	general academic and domain	
	and nuances in word meanings.	specific words and phrases;	
	Interpret figures of speech	gather vocabulary knowledge	
	(e.g., personification) in	when considering a word or	
	context.	phrase important to	
	Use the relationship between	•	
	particular words (e.g.,	expression.	
	cause/effect, part/whole,		
	item/category) to better		
	understand each of the words.		
	Distinguish among the		
	connotations (associations) of		
	words with similar denotations		
	(definitions) (e.g., stingy,		
	scrimping, economical,		
	unwasteful, thrifty).		
	-		
Language: 6. Acquire and use	L.6.6. Acquire and use		
accurately a range of general	accurately grade-appropriate		
academic and domain-specific words	_		
and phrases sufficient for reading,	specific words and phrases;		
writing, speaking, and listening at the			
college and career readiness level;	when considering a word or		
demonstrate independence in	phrase important to		
gathering vocabulary knowledge	comprehension or expression.		
when considering a word or phrase			
important to comprehension or expression.			

1000	ristories volume /t/til	giinlent to common core ELA Standar		1012 Touchstones Discussion P	,
		Reading: 1. Read closely to	RI.6.1. Cite textual evidence to	RI.7.1. Cite several pieces of	
		determine what the text says	support analysis of what the	textual evidence to support	evidence that most strongly
		explicitly and to make logical	text says explicitly as well as	analysis of what the text says	supports an analysis of what
		inferences from it; cite specific	inferences drawn from the text.	explicitly as well as	the text says explicitly as
		textual evidence when writing or		inferences drawn from the	well as inferences drawn
	The Making of a	speaking to support conclusions		text.	from the text.
27	Scientist	drawn from the text.			
21	Scientist	Reading: 2. Determine central ideas	RI.6.2. Determine a central	RI.7.2. Determine two or	RI.8.2. Determine a central
			idea of a text and how it is	more central ideas in a text	idea of a text and analyze its
		development; summarize the key	conveyed through particular	and analyze their	development over the course
		supporting details and ideas.	details; provide a summary of	1	of the text, including its
		supporting details and ideas.	the text distinct from personal	of the text; provide an	relationship to supporting
			opinions or judgments.	objective summary of the	ideas; provide an objective
			opinions of Judgments.	text.	summary of the text.
				text.	summary of the text.
		Reading: 3. Analyze how and why	RI.6.3. Analyze in detail how a	•	RI.8.3. Analyze how a text
			key individual, event, or idea is		makes connections among
		_	introduced, illustrated, and	individuals, events, and ideas	
		of a text.	elaborated in a text (e.g.,	in a text (e.g., how ideas	individuals, ideas, or events
			through examples or	influence individuals or	(e.g., through comparisons,
			anecdotes).	events, or how individuals	analogies, or categories).
				influence ideas or events).	
		Reading: 4. Interpret words and	RI.6.4. Determine the meaning	RI.7.4. Determine the	RI.8.4. Determine the
		phrases as they are used in a text,	of words and phrases as they	meaning of words and	meaning of words and
		including determining technical,	are used in a text, including	phrases as they are used in a	phrases as they are used in a
		connotative, and figurative	figurative, connotative, and	text, including figurative,	text, including figurative,
		meanings, and analyze how specific	technical meanings.	connotative, and technical	connotative, and technical
		word choices shape meaning or tone.		meanings; analyze the impact	meanings; analyze the impact
				of a specific word choice on	of specific word choices on
				meaning and tone.	meaning and tone, including
				_	analogies or allusions to
					other texts.

Touchstones Volume	A Alignment to	Common Core	FIA Standards
Touchstones volume	A Alignment to t	Common Core	e era Standards

Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	_	RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
content presented in diverse formats	RI.6.7. 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.	RI.7.8. 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.	RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
the argument and specific claims in a text, including the validity of the	RI.6.8. 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.	RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
complex literary and informational texts independently and proficiently.	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

	reserved.
Writing: 1. Write arguments to W.6.1. Write arguments to W.7.4. Produce clear and W.8.4. Produce	clear and
support claims in an analysis of support claims with clear coherent writing in which the coherent writin	g in which the
substantive topics or texts, using reasons and relevant evidence. development, organization, development, or	rganization,
valid reasoning and relevant and and style are appropriate to and style are ap	propriate to
sufficient evidence. task, purpose, and audience. task, purpose, a	and audience.
(Grade-specific expectations (Grade-specific	expectations
for writing types are defined for writing types	es are defined
in standards 1–3 above.) in standards 1–	3 above.)
Writing: 4. Produce clear and W.6.4. Produce clear and W.7.5. With some guidance W.8.5. With so	me guidance
coherent writing in which the coherent writing in which the and support from peers and and support from	m peers and
development, organization, and style development, organization, and adults, develop and adults, develop	and
are appropriate to task, purpose, and style are appropriate to task, strengthen writing as needed strengthen writ	ing as needed
audience. purpose, and audience. (Grade- by planning, revising, by planning, re	vising,
specific expectations for editing, rewriting, or trying a editing, rewriting	ng, or trying a
writing types are defined in new approach, focusing on new approach,	focusing on
standards 1–3 above.) how well purpose and how well purpose	ose and
audience have been audience have	been

addressed.

addressed.

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Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
	revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
	trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
		"Compare and contrast a	"Analyze how a modern
		fictional portrayal of a time,	work of fiction draws on
		place, or character and a	themes, patterns of events, or
		historical account of the	character types from myths,
		same period as a means of	traditional stories, or
		understanding how authors	religious works such as the
		of fiction use or alter	Bible, including describing
		history").	how the material is rendered
		Apply grade 7 Reading	new").
		standards to literary	Apply grade 8 Reading
		nonfiction (e.g. "Trace and	standards to literary
		evaluate the argument and	nonfiction (e.g., "Delineate
		specific claims in a text,	and evaluate the argument
		assessing whether the	and specific claims in a text,
		reasoning is sound and the	assessing whether the
		evidence is relevant and	reasoning is sound and the
		sufficient to support the	evidence is relevant and
		claims").	sufficient; recognize when
			irrelevant evidence is
			introduced").

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V	Writing: 9. Draw evidence from	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
1	literary or informational texts to	literary or informational texts	extended time frames (time	extended time frames (time
S	support analysis, reflection, and	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
l I	research.	and research.	revision) and shorter time	revision) and shorter time
		Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
		standards to literature (e.g.,	day or two) for a range of	day or two.
		"Compare and contrast texts in	discipline-specific tasks,	
		different forms or genres [e.g.,	purposes, and audiences.	
		stories and poems; historical		
		novels and fantasy stories] in		
		terms of their approaches to		
		similar themes and topics").		
		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").		

Touchstones Volume A Alignment to Common Core ELA S	Standards Copyright 2	2012 Touchstones Discussion P	roject. All rights reserved.
Writing: 10. Write routinely ov	wer W.6.10. Write routinely over	SL.7.1. Engage effectively in	SL.8.1. Engage effectively in
extended time frames (time for	extended time frames (time for	a range of collaborative	a range of collaborative
research, reflection, and revision	on) research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
and shorter time frames (a sing	gle revision) and shorter time	groups, and teacher-led) with	groups, and teacher-led) with
sitting or a day or two) for a ra	nge of frames (a single sitting or a day	diverse partners on grade 7	diverse partners on grade 8
tasks, purposes, and audiences	or two) for a range of discipline	topics, texts, and issues,	topics, texts, and issues,
	specific tasks, purposes, and	building on others' ideas and	building on others' ideas and
	audiences.	expressing their own clearly.	expressing their own clearly.
		Follow rules for collegial	Follow rules for collegial
		discussions, track progress	discussions and decision-
		toward specific goals and	making, track progress
		deadlines, and define	toward specific goals and
		individual roles as needed.	deadlines, and define
		Pose questions that elicit	individual roles as needed.
		elaboration and respond to	Pose questions that
		others' questions and	connect the ideas of several
		comments with relevant	speakers and respond to
		observations and ideas that	others' questions and
		bring the discussion back on	comments with relevant
		topic as needed.	evidence, observations, and
		Acknowledge new	ideas.
		information expressed by	Acknowledge new
		others and, when warranted,	information expressed by
		modify their own views.	others, and, when warranted,
	I		110 1 10 1

qualify or justify their own views in light of the evidence

presented.

gnment to Common Core ELA Standar		2012 Touchstones Discussion P	
	SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively orally) and evaluate the motives (e.g., social, commercial, political) behin its presentation.
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.4. Present claims and findings, emphasizing salien 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.

Touchstones Volume	A Alignment to	Common Cou	o ELA Standarde
Touchstones volume	a alignment to	Common Coi	e FLA Standards

	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		findings, emphasizing salient points in a focused, coherent manner with pertinent	SL.8.6. Adapt speech to a
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.6.4. 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.	variety of contexts and tasks,	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	of the conventions of standard English grammar	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Touchstones Volume	A Alignment to	Common Core	FI A Standards
Touchstones volume	. A Alignment to (Lommon Core	ELA Standards

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Language: 2. Demonstrate command	L.6.2. Demonstrate command	L.7.3. Use knowledge of	L.8.4. Determine or clarify
of the conventions of standard	of the conventions of standard	language and its conventions	the meaning of unknown and
English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
and spelling when writing.	punctuation, and spelling when	reading, or listening.	phrases based on grade 8
	writing.	Choose language that	reading and content,
	Use punctuation (commas,	expresses ideas precisely and	choosing flexibly from a
	parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
	nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
	elements.	redundancy.*	overall meaning of a
	Spell correctly.		sentence or paragraph; a
			word's position or function
			in a sentence) as a clue to the
			meaning of a word or phrase.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary
			d-4itit

Touchstones	Volume A	Alignment to	Common	Core FLA	Standards
Touchistories	V Olullic A	Augiliucii to	COIIIIII	COIC LLA	Julianus

	Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
	language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
	language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
	contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
	for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
	comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
	or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
		Maintain consistency in style	Use context (e.g., the	context.
		and tone.*	overall meaning of a	Use the relationship
			sentence or paragraph; a	between particular words to
			word's position or function	better understand each of the
			in a sentence) as a clue to the	words.
			meaning of a word or phrase.	
			Use common, grade-	
			appropriate Greek or Latin	
			affixes and roots as clues to	
			the meaning of a word (e.g.,	
			belligerent, bellicose, rebel).	
			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.	
			Verify the preliminary	
			1 - 4 - m- : 4: 4!	

Touchstones Volume	A Alignment to	Common Core	FI A Standards
Touchstones volume	. A Alignment to (Lommon Core	ELA Standards

Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases	multiple-meaning words and	language, word relationships,	general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	laboration a the informed meconine		

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	Language: 5. Demonstrate	L.6.5. Demonstrate	L.7.6. Acquire and use
	understanding of word relationships	understanding of figurative	accurately grade-appropriate
	and nuances in word meanings.	language, word relationships,	general academic and domain
		and nuances in word meanings.	specific words and phrases;
		Interpret figures of speech	gather vocabulary knowledge
		(e.g., personification) in	when considering a word or
		context.	phrase important to
		Use the relationship between	_
		particular words (e.g.,	expression.
		cause/effect, part/whole,	
		item/category) to better	
		understand each of the words.	
		Distinguish among the	
		connotations (associations) of	
		words with similar denotations	
		(definitions) (e.g., stingy,	
		scrimping, economical,	
		unwasteful, thrifty).	
	Languaga, 6. Agguing and usa	I 6.6. Appring and use	
	Language: 6. Acquire and use accurately a range of general	L.6.6. Acquire and use accurately grade-appropriate	
	academic and domain-specific words		
	and phrases sufficient for reading,	specific words and phrases;	
		-	
	writing, speaking, and listening at the college and career readiness level;	when considering a word or	
		phrase important to	
		comprehension or expression.	
	when considering a word or phrase	comprehension of expression.	
	important to comprehension or		
	expression.		
	expression.		

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		·	RI.6.1. Cite textual evidence to	-	
		determine what the text says	support analysis of what the	textual evidence to support	evidence that most strongly
		explicitly and to make logical	text says explicitly as well as	analysis of what the text says	
		inferences from it; cite specific	inferences drawn from the text.	explicitly as well as	the text says explicitly as
		textual evidence when writing or		inferences drawn from the	well as inferences drawn
		speaking to support conclusions		text.	from the text.
28	The Theaetetus	drawn from the text.			
		Reading: 2. Determine central ideas	RI.6.2. Determine a central	RI.7.2. Determine two or	RI.8.2. Determine a central
		or themes of a text and analyze their	idea of a text and how it is	more central ideas in a text	idea of a text and analyze its
		development; summarize the key	conveyed through particular	and analyze their	development over the course
		supporting details and ideas.	details; provide a summary of	development over the course	of the text, including its
			the text distinct from personal	of the text; provide an	relationship to supporting
			opinions or judgments.	objective summary of the	ideas; provide an objective
				text.	summary of the text.
		Reading: 3. Analyze how and why	RI.6.3. Analyze in detail how a	RI.7.3. Analyze the	RI.8.3. Analyze how a text
		•	key individual, event, or idea is	•	makes connections among
		develop and interact over the course	introduced, illustrated, and	individuals, events, and ideas	and distinctions between
		of a text.	elaborated in a text (e.g.,	in a text (e.g., how ideas	individuals, ideas, or events
			through examples or	influence individuals or	(e.g., through comparisons,
			anecdotes).	events, or how individuals	analogies, or categories).
				influence ideas or events).	
		Reading: 4. Interpret words and	RI.6.4. Determine the meaning	RI.7.4. Determine the	RI.8.4. Determine the
		phrases as they are used in a text,	of words and phrases as they	meaning of words and	meaning of words and
		including determining technical,	are used in a text, including	phrases as they are used in a	phrases as they are used in a
		connotative, and figurative	figurative, connotative, and	text, including figurative,	text, including figurative,
		meanings, and analyze how specific	technical meanings.	connotative, and technical	connotative, and technical
		word choices shape meaning or tone.		meanings; analyze the impact	meanings; analyze the impact
				of a specific word choice on	of specific word choices on
				meaning and tone.	meaning and tone, including
				-	analogies or allusions to
					other texts.

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Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		text, including how the major	RI.8.5. Analyze in detail the structure of a specific
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	_	RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
content presented in diverse formats	RI.6.7. 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.	RI.7.8. 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.	RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
the argument and specific claims in a text, including the validity of the	RI.6.8. 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.	RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
complex literary and informational texts independently and proficiently.	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

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Writing: 1. Write arguments to	W.6.1. Write arguments to	W.7.4. Produce clear and	W.8.4. Produce clear and
support claims in an analysis of	support claims with clear	coherent writing in which the	coherent writing in which the
substantive topics or texts, using	reasons and relevant evidence.	development, organization,	development, organization,
valid reasoning and relevant and		and style are appropriate to	and style are appropriate to
sufficient evidence.		task, purpose, and audience.	task, purpose, and audience.
		(Grade-specific expectations	(Grade-specific expectations
		for writing types are defined	for writing types are defined
		in standards 1–3 above.)	in standards 1–3 above.)
		·	·
Writing: 4. Produce clear and	W.6.4. Produce clear and	W.7.5. With some guidance	W.8.5. With some guidance
coherent writing in which the	coherent writing in which the	and support from peers and	and support from peers and
development, organization, and style	_		adults, develop and
are appropriate to task, purpose, and	style are appropriate to task,	strengthen writing as needed	strengthen writing as needed
audience.	purpose, and audience. (Grade-		by planning, revising,
		editing, rewriting, or trying a	
	writing types are defined in		new approach, focusing on
	standards 1–3 above.)		how well purpose and
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	Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
	writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
	revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
	a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
		revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
		trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
			"Compare and contrast a	"Analyze how a modern
			fictional portrayal of a time,	work of fiction draws on
			-	themes, patterns of events, or
			historical account of the	character types from myths,
			*	traditional stories, or
				religious works such as the
			of fiction use or alter	Bible, including describing
			history").	how the material is rendered
			11 00	new").
			standards to literary	Apply grade 8 Reading
			nonfiction (e.g. "Trace and	standards to literary
			evaluate the argument and	nonfiction (e.g., "Delineate
			-	and evaluate the argument
			assessing whether the	and specific claims in a text,
			reasoning is sound and the	assessing whether the
			evidence is relevant and	reasoning is sound and the
			sufficient to support the	evidence is relevant and
			claims").	sufficient; recognize when
				irrelevant evidence is
				introduced").

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Writing: 9. Draw evidence from	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
literary or informational texts to	literary or informational texts	extended time frames (time	extended time frames (time
support analysis, reflection, and	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
research.	and research.	revision) and shorter time	revision) and shorter time
	Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
	standards to literature (e.g.,	day or two) for a range of	day or two.
	"Compare and contrast texts in	discipline-specific tasks,	
	different forms or genres [e.g.,	purposes, and audiences.	
	stories and poems; historical		
	novels and fantasy stories] in		
	terms of their approaches to		
	similar themes and topics").		
	Apply grade 6 Reading		
	standards to literary nonfiction		
	(e.g., "Trace and evaluate the		
	argument and specific claims in	ı	
	a text, distinguishing claims		
	that are supported by reasons		
	and evidence from claims that		
	are not").		

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Writing: 10. Write routinely over	W.6.10. Write routinely over	SL.7.1. Engage effectively in	SL.8.1. Engage effectively in
extended time frames (time for	extended time frames (time for	a range of collaborative	a range of collaborative
research, reflection, and revision)	research, reflection, and	discussions (one-on-one, in	discussions (one-on-one, in
and shorter time frames (a single	revision) and shorter time	groups, and teacher-led) with	groups, and teacher-led) with
sitting or a day or two) for a range of	frames (a single sitting or a day	diverse partners on grade 7	diverse partners on grade 8
tasks, purposes, and audiences.	or two) for a range of discipline	topics, texts, and issues,	topics, texts, and issues,
	specific tasks, purposes, and	building on others' ideas and	building on others' ideas and
	audiences.	expressing their own clearly.	expressing their own clearly.
		Follow rules for collegial	Follow rules for collegial
		discussions, track progress	discussions and decision-
		toward specific goals and	making, track progress
		deadlines, and define	toward specific goals and
		individual roles as needed.	deadlines, and define
		Pose questions that elicit	individual roles as needed.
		elaboration and respond to	Pose questions that
		others' questions and	connect the ideas of several
		comments with relevant	speakers and respond to
		observations and ideas that	others' questions and
		bring the discussion back on	comments with relevant
		topic as needed.	evidence, observations, and
		Acknowledge new	ideas.
		information expressed by	Acknowledge new
		others and, when warranted,	information expressed by
		modify their own views.	others, and, when warranted,
			qualify or justify their own
			views in light of the evidence
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	Speaking and Listening: 1. Prepare	SL.6.1. Engage effectively in a		SL.8.2. Analyze the purpose
	for and participate effectively in a	range of collaborative	ideas and supporting details	of information presented in
	range of conversations and	discussions (one-on-one, in	presented in diverse media	diverse media and formats
	collaborations with diverse partners,	groups, and teacher-led) with	and formats (e.g., visually,	(e.g., visually, quantitatively,
	building on others' ideas and	diverse partners on grade 6	quantitatively, orally) and	orally) and evaluate the
	expressing their own clearly and	topics, texts, and issues,	explain how the ideas clarify	motives (e.g., social,
	persuasively.	building on others' ideas and	a topic, text, or issue under	commercial, political) behind
		expressing their own clearly.	study.	its presentation.
		Follow rules for collegial		
		discussions, set specific goals		
		and deadlines, and define		
		individual roles as needed.		
		Pose and respond to specific		
		questions with elaboration and		
		detail by making comments that	t	
		contribute to the topic, text, or		
		issue under discussion.		
		Review the key ideas		
		expressed and demonstrate		
		understanding of multiple		
		perspectives through reflection		
		and paraphrasing.		
	Speaking and Listening: 2. Integrate	SL.6.2. Interpret information	SL.7.3. Delineate a speaker's	
	and evaluate information presented	presented in diverse media and	argument and specific	findings, emphasizing salient
	in diverse media and formats,	formats (e.g., visually,	claims, evaluating the	points in a focused, coherent
	including visually, quantitatively,	quantitatively, orally) and	soundness of the reasoning	manner with relevant
	and orally.	explain how it contributes to a	and the relevance and	evidence, sound valid
		topic, text, or issue under	sufficiency of the evidence.	reasoning, and well-chosen
		study.		details; use appropriate eye
				contact, adequate volume,
				and clear pronunciation.
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	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		findings, emphasizing salient	SL.8.6. Adapt speech to a
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.6.4. 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.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Language: 2. Demonstrate command	L.6.2. Demonstrate command	L.7.3. Use knowledge of	L.8.4. Determine or clarify
of the conventions of standard	of the conventions of standard	language and its conventions	the meaning of unknown and
English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
and spelling when writing.	punctuation, and spelling when	reading, or listening.	phrases based on grade 8
	writing.	Choose language that	reading and content,
	Use punctuation (commas,	expresses ideas precisely and	choosing flexibly from a
	parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
	nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
	elements.	redundancy.*	overall meaning of a
	Spell correctly.		sentence or paragraph; a
			word's position or function
			in a sentence) as a clue to the
			meaning of a word or phrase.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary
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		Language: 3. Apply knowledge of	I

	Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
	language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
	language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
	contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
	for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
	comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
	or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
		Maintain consistency in style	Use context (e.g., the	context.
		and tone.*	overall meaning of a	Use the relationship
			sentence or paragraph; a	between particular words to
			word's position or function	better understand each of the
			in a sentence) as a clue to the	words.
			meaning of a word or phrase.	
			Use common, grade-	
			appropriate Greek or Latin	
			affixes and roots as clues to	
			the meaning of a word (e.g.,	
			belligerent, bellicose, rebel).	
			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.	
			Verify the preliminary	
			dotamaination of the meaning	

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Touchstones volume	: A Alignment to (common core	ELA Standards

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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases	multiple-meaning words and	language, word relationships,	general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	labaalsina tha infamad maanina	<u>I</u>	

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		Language: 5. Demonstrate	L.6.5. Demonstrate	L.7.6. Acquire and use	
			understanding of figurative	accurately grade-appropriate	
		and nuances in word meanings.	language, word relationships,	general academic and domain	
			and nuances in word meanings.	specific words and phrases;	
			Interpret figures of speech	gather vocabulary knowledge	
			(e.g., personification) in	when considering a word or	
			context.	phrase important to	
			Use the relationship between	comprehension or	
			particular words (e.g.,	expression.	
			cause/effect, part/whole,		
			item/category) to better		
			understand each of the words.		
			Distinguish among the		
			connotations (associations) of		
			words with similar denotations		
			(definitions) (e.g., stingy,		
			scrimping, economical,		
			unwasteful, thrifty).		
		Language: 6. Acquire and use	L.6.6. Acquire and use		
			accurately grade-appropriate		
		academic and domain-specific words			
		and phrases sufficient for reading,	specific words and phrases;		
		writing, speaking, and listening at the	-		
			when considering a word or		
			phrase important to		
			comprehension or expression.		
		when considering a word or phrase	r		
		important to comprehension or			
		expression.			
					

29	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2. 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.	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective	RL.8.1. Cite the textual evidence that most strongly
	Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3. 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.	particular elements of a story or drama interact (e.g., how setting shapes the characters	RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a	specific word choices on meaning and tone, including

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Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	author develops and contrasts	RL.8.10. By the end of the
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.10. 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.	RL.7.10. 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.	W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
Reading: 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequencesProvide a conclusion that follows from and reflects on the narrated experiences or events.

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	ε	W.6.3. Write narratives to	W.7.3. Write narratives to	W.8.4. Produce clear and
	the argument and specific claims in a	develop real or imagined	develop real or imagined	coherent writing in which the
	text, including the validity of the	experiences or events using	experiences or events using	development, organization,
	reasoning as well as the relevance	effective technique, relevant	effective technique, relevant	and style are appropriate to
	and sufficiency of the evidence.	descriptive details, and well-	descriptive details, and well-	task, purpose, and audience.
		structured event sequences.	structured event sequences.	(Grade-specific expectations
		Provide a conclusion that	Provide a conclusion that	for writing types are defined
		follows from the narrated	follows from and reflects on	in standards 1–3 above.)
		experiences or events.	the narrated experiences or	
			events.	
	Reading: 9. Analyze how two or	W.6.4. Produce clear and	W.7.4. Produce clear and	W.8.5. With some guidance
	more texts address similar themes or		coherent writing in which the	<u> </u>
	topics in order to build knowledge or	_	development, organization,	adults, develop and
	1	style are appropriate to task,	and style are appropriate to	strengthen writing as needed
		purpose, and audience. (Grade-		by planning, revising,
		specific expectations for		editing, rewriting, or trying a
		writing types are defined in		new approach, focusing on
		standards 1–3 above.)	in standards 1–3 above.)	how well purpose and
				audience have been
				addressed.

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Reading: 10. Read and comprehend	W.6.5. With some guidance	W.7.5. With some guidance	W.8.9. Draw evidence from
complex literary and informational	and support from peers and	and support from peers and	literary or informational texts
texts independently and proficiently.	adults, develop and strengthen	adults, develop and	to support analysis,
	writing as needed by planning,	strengthen writing as needed	reflection, and research.
	revising, editing, rewriting, or	by planning, revising,	Apply grade 8 Reading
	trying a new approach.	editing, rewriting, or trying a	standards to literature (e.g.,
		new approach, focusing on	"Analyze how a modern
		how well purpose and	work of fiction draws on
		audience have been	themes, patterns of events, or
		addressed.	character types from myths,
			traditional stories, or
			religious works such as the
			Bible, including describing
			how the material is rendered
			new").
			Apply grade 8 Reading
			standards to literary
			nonfiction (e.g., "Delineate
			and evaluate the argument
			and specific claims in a text,
			assessing whether the
			reasoning is sound and the
			evidence is relevant and
			sufficient; recognize when
			irrelevant evidence is
			introduced").

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	Writing: 1. Write arguments to	W.6.9. Draw evidence from	W.7.9. Draw evidence from	
	support claims in an analysis of	literary or informational texts	literary or informational texts	
	substantive topics or texts, using	to support analysis, reflection,	to support analysis,	for research, reflection, and
	valid reasoning and relevant and	and research.	reflection, and research.	revision) and shorter time
	sufficient evidence.	Apply grade 6 Reading	Apply grade 7 Reading	frames (a single sitting or a
		standards to literature (e.g.,	standards to literature (e.g.,	day or two.
		"Compare and contrast texts in	"Compare and contrast a	
		different forms or genres [e.g.,	fictional portrayal of a time,	
		stories and poems; historical	place, or character and a	
		novels and fantasy stories] in	historical account of the	
		terms of their approaches to	same period as a means of	
		similar themes and topics").	understanding how authors	
		Apply grade 6 Reading	of fiction use or alter	
		standards to literary nonfiction	history").	
		(e.g., "Trace and evaluate the	Apply grade 7 Reading	
		argument and specific claims in	standards to literary	
		a text, distinguishing claims	nonfiction (e.g. "Trace and	
		that are supported by reasons	evaluate the argument and	
		and evidence from claims that	specific claims in a text,	
		are not").	assessing whether the	
			reasoning is sound and the	
			evidence is relevant and	
			sufficient to support the	
			claims").	

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	Writing: 4. Produce clear and	W.6.10. Write routinely over		SL.8.1. Engage effectively in
		extended time frames (time for	extended time frames (time	a range of collaborative
	development, organization, and style	research, reflection, and	for research, reflection, and	discussions (one-on-one, in
	are appropriate to task, purpose, and	revision) and shorter time	revision) and shorter time	groups, and teacher-led) with
	audience.	frames (a single sitting or a day	frames (a single sitting or a	diverse partners on grade 8
		or two) for a range of discipline	day or two) for a range of	topics, texts, and issues,
		specific tasks, purposes, and	discipline-specific tasks,	building on others' ideas and
		audiences.	purposes, and audiences.	expressing their own clearly.
				Follow rules for collegial
				discussions and decision-
				making, track progress
				toward specific goals and
				deadlines, and define
				individual roles as needed.
				Pose questions that
				connect the ideas of several
				speakers and respond to
				others' questions and
				comments with relevant
				evidence, observations, and
				ideas.
				Acknowledge new
				information expressed by
				others, and, when warranted,
				qualify or justify their own
				views in light of the evidence

presented.

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		Writing: 5. Develop and strengthen	SL.6.1. Engage effectively in a	SL.7.1. Engage effectively in	SL.8.4. Present claims and
		writing as needed by planning,	range of collaborative	a range of collaborative	findings, emphasizing salient
		revising, editing, rewriting, or trying	discussions (one-on-one, in	discussions (one-on-one, in	points in a focused, coherent
		a new approach.	groups, and teacher-led) with	groups, and teacher-led) with	manner with relevant
			diverse partners on grade 6	diverse partners on grade 7	evidence, sound valid
			topics, texts, and issues,	topics, texts, and issues,	reasoning, and well-chosen
			building on others' ideas and	building on others' ideas and	details; use appropriate eye
			expressing their own clearly.	=	contact, adequate volume,
			Follow rules for collegial	Follow rules for collegial	and clear pronunciation.
			discussions, set specific goals	discussions, track progress	•
			and deadlines, and define	toward specific goals and	
			individual roles as needed.	deadlines, and define	
			Pose and respond to specific	individual roles as needed.	
			questions with elaboration and	Pose questions that elicit	
			detail by making comments that	_	
			contribute to the topic, text, or	others' questions and	
			issue under discussion.	comments with relevant	
			Review the key ideas	observations and ideas that	
			expressed and demonstrate	bring the discussion back on	
			_	topic as needed.	
			perspectives through reflection	Acknowledge new	
			and paraphrasing.	information expressed by	
			and paraphrasing.	others and, when warranted,	
				modify their own views.	
				modify their own views.	
		Writing: 9. Draw evidence from	SL.6.2. Interpret information	SL.7.2. Analyze the main	SL.8.6. Adapt speech to a
		literary or informational texts to	presented in diverse media and		variety of contexts and tasks,
		support analysis, reflection, and	formats (e.g., visually,		demonstrating command of
		research.	quantitatively, orally) and	and formats (e.g., visually,	formal English when
			explain how it contributes to a	quantitatively, orally) and	indicated or appropriate.
			topic, text, or issue under	explain how the ideas clarify	
			study.	a topic, text, or issue under	
				study.	

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	research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and	SL.6.4. 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.	SL.7.4. 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.	
		SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when	L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

or appropriate.

indicated or appropriate.

and orally.

Todenstones von	ume A Alignment to Common Core ELA Standar Speaking and Listening: 3. Evaluate	L.6.1. Demonstrate command	2012 Touchstones Discussion I L.7.1. Demonstrate command	
	a speaker's point of view, reasoning,	of the conventions of standard	of the conventions of	the meaning of unknown a
	and use of evidence and rhetoric.	English grammar and usage	standard English grammar	multiple-meaning words o
		when writing or speaking.	and usage when writing or	phrases based on grade 8
			speaking.	reading and content,
				choosing flexibly from a
				range of strategies.
				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
				meaning of a word or phra
				Use common, grade-
				appropriate Greek or Latin
				affixes and roots as clues
				the meaning of a word (e.
				precede, recede, secede).
				Consult general and
				specialized reference
				materials (e.g., dictionarie
				glossaries, thesauruses), b
				print and digital, to find the
				pronunciation of a word o
				determine or clarify its
				precise meaning or its par
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speech.

--Verify the preliminary

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	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	English capitalization, punctuation, and spelling when	L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell correctly.	L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figures of speech (e.g. verbal irony, puns) in contextUse the relationship between particular words to better understand each of the words.
	speech to a variety of contexts and communicative tasks, demonstrating	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningVary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*	L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	general academic and domain specific words and phrases; gather vocabulary knowledge

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Touchstones volume	. A Alignment to (Lommon Core	ELA Standards

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Language: 1. Demonstrate command	·	L.7.4. Determine or clarify	
	_	the meaning of unknown and	
	multiple-meaning words and	multiple-meaning words and	
writing or speaking.	phrases based on grade 6	phrases based on grade 7	
	reading and content, choosing	reading and content,	
	flexibly from a range of	choosing flexibly from a	
	strategies.	range of strategies.	
	Use context (e.g., the overall	Use context (e.g., the	
	meaning of a sentence or	overall meaning of a	
	paragraph; a word's position or	sentence or paragraph; a	
	function in a sentence) as a	word's position or function	
	clue to the meaning of a word	in a sentence) as a clue to the	
	or phrase.	meaning of a word or phrase.	
	Use common, grade-	Use common, grade-	
	appropriate Greek or Latin	appropriate Greek or Latin	
	affixes and roots as clues to the	affixes and roots as clues to	
	meaning of a word (e.g.,	the meaning of a word (e.g.,	
	audience, auditory, audible).	belligerent, bellicose, rebel).	
	Consult reference materials	Consult general and	
	(e.g., dictionaries, glossaries,	specialized reference	
	thesauruses), both print and	materials (e.g., dictionaries,	
	digital, to find the	glossaries, thesauruses), both	
	pronunciation of a word or	print and digital, to find the	
	determine or clarify its precise	pronunciation of a word or	
	meaning or its part of speech.	determine or clarify its	
	Verify the preliminary	precise meaning or its part of	
	determination of the meaning	speech.	
	of a word or phrase (e.g., by	Verify the preliminary	
	ahaalina tha infamad maanina	Jakamainatian af the meaning	

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Ì	Language: 2. Demonstrate command	L.65 Demonstrate	L.7.5. Demonstrate	
	8 8		understanding of figurative	
		language, word relationships,	language, word relationships,	
	and spelling when writing.	and nuances in word meanings.		
	and spenning when writing.	Interpret figures of speech	meanings.	
		(e.g., personification) in	Interpret figures of speech	
			1 0 1	
			(e.g., literary, biblical, and	
		Use the relationship between	•	
		particular words (e.g.,	context.	
		cause/effect, part/whole,	Use the relationship	
		item/category) to better	between particular words	
		understand each of the words.	(e.g., synonym/antonym,	
		Distinguish among the	analogy) to better understand	
		connotations (associations) of	each of the words	
		words with similar denotations		
		(definitions) (e.g., stingy,		
		scrimping, economical,		
		unwasteful, thrifty).		
	Language: 3. Apply knowledge of	L.6.6. Acquire and use	L.7.6. Acquire and use	
	language to understand how	accurately grade-appropriate	accurately grade-appropriate	
	language functions in different	general academic and domain-	general academic and domain	
	contexts, to make effective choices	specific words and phrases;	specific words and phrases;	
	for meaning or style, and to	gather vocabulary knowledge	gather vocabulary knowledge	
	comprehend more fully when reading	•	when considering a word or	
	or listening.	phrase important to	phrase important to	
		comprehension or expression.	comprehension or	
		1	expression.	
			1	

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		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			
		Language: 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
30		determine what the text says explicitly and to make logical	support analysis of what the text says explicitly as well as	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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<u> </u>	RI.6.2. 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.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
individuals, events, and ideas	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	•	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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	Reading: 6. Assess how point of	RI.6.6. Determine an author's	RI.7.6. Determine an	RI.8.6. Determine an
	view or purpose shapes the content	point of view or purpose in a	author's point of view or	author's point of view or
	and style of a text.	text and explain how it is	purpose in a text and analyze	purpose in a text and analyze
		conveyed in the text.	how the author distinguishes	how the author acknowledges
			his or her position from that	and responds to conflicting
			of others.	evidence or viewpoints.
	Reading: 7. Integrate and evaluate	RI.6.7. Integrate information	RI.7.8. Trace and evaluate	RI.8.8. Delineate and
	content presented in diverse formats	presented in different media or	the argument and specific	evaluate the argument and
	and media, including visually and	formats (e.g., visually,	claims in a text, assessing	specific claims in a text,
	quantitatively, as well as in words.	quantitatively) as well as in	whether the reasoning is	assessing whether the
	1	words to develop a coherent	sound and the evidence is	reasoning is sound and the
		understanding of a topic or	relevant and sufficient to	evidence is relevant and
		issue.	support the claims.	sufficient; recognize when
			Tr Control of the Con	irrelevant evidence is
				introduced.
	Reading: 8. Delineate and evaluate	RI.6.8. Trace and evaluate the	RI.7.10. By the end of the	RI.8.10. By the end of the
	the argument and specific claims in a			year, read and comprehend
	text, including the validity of the	a text, distinguishing claims	literary nonfiction in the	literary nonfiction at the high
	reasoning as well as the relevance	that are supported by reasons	grades 6–8 text complexity	end of the grades 6–8 text
	and sufficiency of the evidence.	and evidence from claims that	band proficiently, with	complexity band
	and sufficiency of the evidence.	are not.	scaffolding as needed at the	independently and
		are not.	high end of the range.	proficiently.
			ingh ond of the range.	proficiently.
	D 1: 10 D 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	DI C 10 D 11 1 C 1	XX 7 1 XX '	WIO 1 WILL
	Reading: 10. Read and comprehend	RI.6.10. By the end of the year,	W.7.1. Write arguments to	W.8.1. Write arguments to
	complex literary and informational	read and comprehend literary	support claims with clear	support claims with clear
	texts independently and proficiently.	nonfiction in the grades 6–8	reasons and relevant	reasons and relevant
		text complexity band	evidence.	evidence.
		proficiently, with scaffolding		
		as needed at the high end of the		
		range.		

	reserved.
Writing: 1. Write arguments to W.6.1. Write arguments to W.7.4. Produce clear and W.8.4. Produce	clear and
support claims in an analysis of support claims with clear coherent writing in which the coherent writin	g in which the
substantive topics or texts, using reasons and relevant evidence. development, organization, development, or	rganization,
valid reasoning and relevant and and style are appropriate to and style are ap	propriate to
sufficient evidence. task, purpose, and audience. task, purpose, a	and audience.
(Grade-specific expectations (Grade-specific	expectations
for writing types are defined for writing types	es are defined
in standards 1–3 above.) in standards 1–	3 above.)
Writing: 4. Produce clear and W.6.4. Produce clear and W.7.5. With some guidance W.8.5. With so	me guidance
coherent writing in which the coherent writing in which the and support from peers and and support from	m peers and
development, organization, and style development, organization, and adults, develop and adults, develop	and
are appropriate to task, purpose, and style are appropriate to task, strengthen writing as needed strengthen writ	ing as needed
audience. purpose, and audience. (Grade- by planning, revising, by planning, re	vising,
specific expectations for editing, rewriting, or trying a editing, rewriting	ng, or trying a
writing types are defined in new approach, focusing on new approach,	focusing on
standards 1–3 above.) how well purpose and how well purpose	ose and
audience have been audience have	been

addressed.

addressed.

Writing: 5. Develop and strengthen	W.6.5. With some guidance	W.7.9. Draw evidence from	W.8.9. Draw evidence from
writing as needed by planning,	and support from peers and	literary or informational texts	literary or informational texts
revising, editing, rewriting, or trying	adults, develop and strengthen	to support analysis,	to support analysis,
a new approach.	writing as needed by planning,	reflection, and research.	reflection, and research.
	revising, editing, rewriting, or	Apply grade 7 Reading	Apply grade 8 Reading
	trying a new approach.	standards to literature (e.g.,	standards to literature (e.g.,
		"Compare and contrast a	"Analyze how a modern
		fictional portrayal of a time,	work of fiction draws on
		place, or character and a	themes, patterns of events, or
		historical account of the	character types from myths,
		same period as a means of	traditional stories, or
		understanding how authors	religious works such as the
		of fiction use or alter	Bible, including describing
		history").	how the material is rendered
		Apply grade 7 Reading	new").
		standards to literary	Apply grade 8 Reading
		nonfiction (e.g. "Trace and	standards to literary
			nonfiction (e.g., "Delineate
		specific claims in a text,	and evaluate the argument
		assessing whether the	and specific claims in a text,
		reasoning is sound and the	assessing whether the
			reasoning is sound and the
		sufficient to support the	evidence is relevant and
		claims").	sufficient; recognize when
			irrelevant evidence is
			introduced").

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V	Writing: 9. Draw evidence from	W.6.9. Draw evidence from	W.7.10. Write routinely over	W.8.10. Write routinely over
1	literary or informational texts to	literary or informational texts	extended time frames (time	extended time frames (time
S	support analysis, reflection, and	to support analysis, reflection,	for research, reflection, and	for research, reflection, and
l I	research.	and research.	revision) and shorter time	revision) and shorter time
		Apply grade 6 Reading	frames (a single sitting or a	frames (a single sitting or a
		standards to literature (e.g.,	day or two) for a range of	day or two.
		"Compare and contrast texts in	discipline-specific tasks,	
		different forms or genres [e.g.,	purposes, and audiences.	
		stories and poems; historical		
		novels and fantasy stories] in		
		terms of their approaches to		
		similar themes and topics").		
		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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Writing: 10. Write routinel				SL.8.1. Engage effectively in
extended time frames (time	·	frames (time for a rar		a range of collaborative
research, reflection, and re		·	<u> </u>	discussions (one-on-one, in
and shorter time frames (a	single revision) and s	horter time grou	oups, and teacher-led) with	groups, and teacher-led) with
sitting or a day or two) for	a range of frames (a singl	e sitting or a day dive	erse partners on grade 7	diverse partners on grade 8
tasks, purposes, and audier	ces. or two) for a ra	nge of discipline topic	ics, texts, and issues,	topics, texts, and issues,
	specific tasks,	purposes, and build	lding on others' ideas and	building on others' ideas and
	audiences.	expr	pressing their own clearly.	expressing their own clearly.
		Fo	Follow rules for collegial	Follow rules for collegial
		disc	cussions, track progress	discussions and decision-
		towa	vard specific goals and	making, track progress
		dead	dlines, and define	toward specific goals and
		indiv	ividual roles as needed.	deadlines, and define
		Po	Pose questions that elicit	individual roles as needed.
		elab	boration and respond to	Pose questions that
		othe	ers' questions and	connect the ideas of several
		com	nments with relevant	speakers and respond to
		obse	servations and ideas that	others' questions and
		bring	ng the discussion back on	comments with relevant
		topio	ic as needed.	evidence, observations, and
		A	Acknowledge new	ideas.
		info	ormation expressed by	Acknowledge new
				information expressed by
		mod		others, and, when warranted,

qualify or justify their own views in light of the evidence

presented.

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	Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1. 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 clearlyFollow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionReview the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.4. 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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	Speaking and Listening: 3. Evaluate	SL.6.3. Delineate a speaker's	SL.7.4. Present claims and	SL.8.6. Adapt speech to a
	a speaker's point of view, reasoning,		findings, emphasizing salient	
	and use of evidence and rhetoric.	distinguishing claims that are	*	demonstrating command of
		supported by reasons and	manner with pertinent	formal English when
		evidence from claims that are	descriptions, facts, details,	indicated or appropriate.
		not.	and examples; use	
			appropriate eye contact,	
			adequate volume, and clear	
			pronunciation.	
	Speaking and Listening: 4. Present	SL.6.4. Present claims and	SL.7.6. Adapt speech to a	L.8.1. Demonstrate command
	information, findings, and supporting		variety of contexts and tasks,	
	evidence such that listeners can	logically and using pertinent	demonstrating command of	standard English grammar
	follow the line of reasoning and the	descriptions, facts, and details	formal English when	and usage when writing or
	organization, development, and style	to accentuate main ideas or	indicated or appropriate.	speaking.
	are appropriate to task, purpose, and	themes; use appropriate eye		
	audience.	contact, adequate volume, and		
		clear pronunciation.		
		1		
İ	Speaking and Listening: 6 Adapt	SL 6.6. Adapt speech to a	I. 7.1 Demonstrate command	I. 8.2 Demonstrate command
	Speaking and Listening: 6. Adapt	SL.6.6. Adapt speech to a		L.8.2. Demonstrate command
	speech to a variety of contexts and	variety of contexts and tasks,	of the conventions of	of the conventions of
	speech to a variety of contexts and communicative tasks, demonstrating	variety of contexts and tasks, demonstrating command of	of the conventions of standard English grammar	of the conventions of standard English
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when	variety of contexts and tasks, demonstrating command of formal English when indicated	of the conventions of standard English grammar and usage when writing or	of the conventions of standard English capitalization, punctuation,
	speech to a variety of contexts and communicative tasks, demonstrating	variety of contexts and tasks, demonstrating command of	of the conventions of standard English grammar	of the conventions of standard English capitalization, punctuation, and spelling when writing.
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when	variety of contexts and tasks, demonstrating command of formal English when indicated	of the conventions of standard English grammar and usage when writing or	of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma,
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when	variety of contexts and tasks, demonstrating command of formal English when indicated	of the conventions of standard English grammar and usage when writing or	of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when	variety of contexts and tasks, demonstrating command of formal English when indicated	of the conventions of standard English grammar and usage when writing or	of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or break.
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when	variety of contexts and tasks, demonstrating command of formal English when indicated	of the conventions of standard English grammar and usage when writing or	of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when	variety of contexts and tasks, demonstrating command of formal English when indicated	of the conventions of standard English grammar and usage when writing or	of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or break.
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	of the conventions of standard English grammar and usage when writing or speaking.	of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly.
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Language: 1. Demonstrate command	variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command	of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command	of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly. L.8.3. Use knowledge of
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Language: 1. Demonstrate command of the conventions of standard	variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard	of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of	of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly. L.8.3. Use knowledge of language and its conventions
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Language: 1. Demonstrate command of the conventions of standard English grammar and usage when	variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage	of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English	of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly. L.8.3. Use knowledge of language and its conventions when writing, speaking,
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Language: 1. Demonstrate command of the conventions of standard	variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard	of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation,	of the conventions of standard English capitalization, punctuation, and spelling when writingUse punctuation (comma, ellipsis, dash) to indicate a pause or breakSpell correctly. L.8.3. Use knowledge of language and its conventions
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Language: 1. Demonstrate command of the conventions of standard English grammar and usage when	variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage	of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Spell correctly. L.8.3. Use knowledge of language and its conventions when writing, speaking,
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Language: 1. Demonstrate command of the conventions of standard English grammar and usage when	variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage	of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation,	of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Spell correctly. L.8.3. Use knowledge of language and its conventions when writing, speaking,
	speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Language: 1. Demonstrate command of the conventions of standard English grammar and usage when	variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.6.1. Demonstrate command of the conventions of standard English grammar and usage	of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Spell correctly. L.8.3. Use knowledge of language and its conventions when writing, speaking,

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Language: 2. Demonstrate command	L.6.2. Demonstrate command	L.7.3. Use knowledge of	L.8.4. Determine or clarify
of the conventions of standard	of the conventions of standard	language and its conventions	the meaning of unknown and
English capitalization, punctuation,	English capitalization,	when writing, speaking,	multiple-meaning words or
and spelling when writing.	punctuation, and spelling when	reading, or listening.	phrases based on grade 8
	writing.	Choose language that	reading and content,
	Use punctuation (commas,	expresses ideas precisely and	choosing flexibly from a
	parentheses, dashes) to set off	concisely, recognizing and	range of strategies.
	nonrestrictive/parenthetical	eliminating wordiness and	Use context (e.g., the
	elements.	redundancy.*	overall meaning of a
	Spell correctly.		sentence or paragraph; a
			word's position or function
			in a sentence) as a clue to the
			meaning of a word or phrase.
			Use common, grade-
			appropriate Greek or Latin
			affixes and roots as clues to
			the meaning of a word (e.g.,
			precede, recede, secede).
			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.
			Verify the preliminary
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Language: 3. Apply knowledge of	L.6.3. Use knowledge of	L.7.4. Determine or clarify	L.8.5. Demonstrate
language to understand how	language and its conventions	the meaning of unknown and	understanding of figurative
language functions in different	when writing, speaking,	multiple-meaning words and	language, word relationships,
contexts, to make effective choices	reading, or listening.	phrases based on grade 7	and nuances in word
for meaning or style, and to	Vary sentence patterns for	reading and content,	meanings.
comprehend more fully when reading	meaning, reader/listener	choosing flexibly from a	Interpret figures of speech
or listening.	interest, and style.*	range of strategies.	(e.g. verbal irony, puns) in
	Maintain consistency in style	Use context (e.g., the	context.
	and tone.*	overall meaning of a	Use the relationship
		sentence or paragraph; a	between particular words to
		word's position or function	better understand each of the
		in a sentence) as a clue to the	words.
		meaning of a word or phrase.	
		Use common, grade-	
		appropriate Greek or Latin	
		affixes and roots as clues to	
		the meaning of a word (e.g.,	
		belligerent, bellicose, rebel).	
		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.	
		Verify the preliminary	
		ldotomoinotion of the mooning	

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Language: 4. Determine or clarify	L.6.4. Determine or clarify the	L.7.5. Demonstrate	L.8.6. Acquire and use
the meaning of unknown and	meaning of unknown and	understanding of figurative	accurately grade-appropriate
multiple-meaning words and phrases	multiple-meaning words and	language, word relationships,	general academic and domain
by using context clues, analyzing	phrases based on grade 6	and nuances in word	specific words and phrases;
meaningful word parts, and	reading and content, choosing	meanings.	gather vocabulary knowledge
consulting general and specialized	flexibly from a range of	Interpret figures of speech	when considering a word or
reference materials, as appropriate.	strategies.	(e.g., literary, biblical, and	phrase important to
	Use context (e.g., the overall	mythological allusions) in	comprehension or
	meaning of a sentence or	context.	expression.
	paragraph; a word's position or	Use the relationship	
	function in a sentence) as a	between particular words	
	clue to the meaning of a word	(e.g., synonym/antonym,	
	or phrase.	analogy) to better understand	
	Use common, grade-	each of the words	
	appropriate Greek or Latin		
	affixes and roots as clues to the		
	meaning of a word (e.g.,		
	audience, auditory, audible).		
	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.		
	Verify the preliminary		
	determination of the meaning		
	of a word or phrase (e.g., by		
	alea alein a tha infamad meanin a		

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Language: 5. Demonstrate	L.6.5. Demonstrate	L.7.6. Acquire and use	
understanding of word relationships	understanding of figurative	accurately grade-appropriate	
and nuances in word meanings.	language, word relationships,	general academic and domain	
	and nuances in word meanings.	specific words and phrases;	
	Interpret figures of speech	gather vocabulary knowledge	
	(e.g., personification) in	when considering a word or	
	context.	phrase important to	
	Use the relationship between	comprehension or	
	particular words (e.g.,	expression.	
	cause/effect, part/whole,		
	item/category) to better		
	understand each of the words.		
	Distinguish among the		
	connotations (associations) of		
	words with similar denotations		
	(definitions) (e.g., stingy,		
	scrimping, economical,		
	unwasteful, thrifty).		
Language: 6. Acquire and use	I 66 Aggregation		
accurately a range of general	L.6.6. Acquire and use		
academic and domain-specific words	accurately grade-appropriate		
and phrases sufficient for reading,	specific words and phrases;		
writing, speaking, and listening at the			
college and career readiness level;	when considering a word or		
demonstrate independence in	phrase important to		
gathering vocabulary knowledge	comprehension or expression.		
when considering a word or phrase	comprehension of expression.		
important to comprehension or			
expression.			
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