

## *In Their Own Country: WVCCRS Alignments/ Marc Harshman*

<b>Kindergarten</b>
<b>Reading</b>
<p><b>ELA.K.2</b>-With prompting and support, retell familiar stories, including key details in literary texts.</p> <p><b>ELA.K.3</b>-With prompting and support, identify characters, settings, and major events in a literary text.</p> <p><b>ELA.K.8</b>-With prompting and support, recognize common types of texts.</p> <p><b>ELA.K.9</b>-With prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text.</p> <p><b>ELA.K.13</b>-With prompting and support, describe the relationship between illustrations and the literary story in which they appear.</p>
<b>Writing</b>
<p><b>ELA.K.26</b>-With guidance and support, participate in shared research and writing.</p> <p><b>ELA.K.27</b>-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Speaking and Listening</b>
<p><b>ELA.K.30</b>-With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.</p> <p><b>ELA.K.31</b>-With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about details.</p> <p><b>ELA.K.34</b>-Add drawings or other visuals to descriptions as desired to provide additional details.</p>
<b>Language</b>
<p><b>ELA.K.40</b>-With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. Identify real-life connections between words and their meaning. Distinguish meaning among verbs describing the same general action by acting out the meanings.</p> <p><b>ELA.K.41</b>-Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>
<b>1<sup>st</sup> Grade</b>
<b>Reading</b>
<p><b>ELA.1.2</b>-Retell stories, including key details, and demonstrate understanding of their central idea or lesson in literary texts.</p> <p><b>ELA.1.3</b>-Describe characters, settings, and major events in a story, using key details in literary texts.</p> <p><b>ELA.1.8</b>-Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types.</p> <p><b>ELA.1.9</b>-Identify who is telling the story at various points in a literary text.</p> <p><b>ELA.1.13</b>-Use illustrations and details in a story to describe its characters, setting, or events in literary texts.</p>
<b>Writing</b>
<p><b>ELA.1.26</b>-Participate in shared research and writing.</p> <p><b>ELA.1.27</b>-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Speaking and Listening</b>
<p><b>ELA.1.30</b>-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>ELA.1.31</b>-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>ELA.1.34</b>-Add drawings or other visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<b>Language</b>
<p><b>ELA.1.40</b>-With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Sort words into categories to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes. Identify real-life connections between words and their use. Distinguish shades of meaning among verbs differing in manner. Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p> <p><b>ELA.1.41</b>-Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use frequently occurring conjunctions to signal simple relationships.</p>
<b>2<sup>nd</sup> Grade</b>

## Reading

**ELA.2.2**-Recount stories, including fables and folktales from diverse cultures and determine their central idea, lesson, or moral in literary text.

**ELA.2.3**-Describe how characters in a story respond to major events and challenges in literary text.

**ELA.2.8**-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.

**ELA.2.9**-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text.

**ELA.2.13**-Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.

## Writing

**ELA.2.26**-Participate in shared research and writing.

**ELA.2.27**-Recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening

**ELA.2.30**-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions. Build on others' talk in conversations by linking comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**ELA.2.31**-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**ELA.2.34**-Create audio recordings of stories or poems; add visuals to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

## Language

**ELA.2.40**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Identify real-life connections between words and their use. Distinguish shades of meaning among closely related verbs and closely related adjectives.

**ELA.2.41**-Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe.

# 3<sup>rd</sup> Grade

## Reading

**ELA.3.2**-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central idea, lesson, or moral and explain how it is conveyed through key details in the literary text.

**ELA.3.3**-Describe characters in a literary story and explain how their actions contribute to the sequence of events.

**ELA.3.8**-Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**ELA.3.9**-Distinguish one's point of view from that of the narrator or those of the characters in a literary text.

**ELA.3.13**-Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story.

## Writing

**ELA.3.26**-Conduct short research projects that build knowledge about a topic.

**ELA.3.27**-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**ELA.3.29**-Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

**ELA.3.30**-Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 3 topics and texts, building on others' ideas and expressing ideas clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions. Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. Explain ideas and understanding in light of the discussion.

**ELA.3.31**-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELA.3.34**-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visuals when appropriate to emphasize or enhance certain facts or details.

## Language

**ELA.3.40**-Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context. Identify real-life connections between words and their use.

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).

**ELA.3.41**-Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships.

## 4<sup>th</sup> Grade

### Reading

**ELA.4.2**-Determine a theme of a story, drama, or poem from details in the literary text; summarize the text.

**ELA.4.3**-Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text.

**ELA.4.8**-Explain major differences between poems, drama, and prose; refer to the structural elements of poems and drama when writing or speaking about a literary text.

**ELA.4.9**-Compare and contrast the point of view from which different literary texts are narrated, including the difference between first- and third-person narrations.

**ELA.4.13**-Make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where specific descriptions and directions in the text are reflected in the visual or oral presentation.

### Writing

**ELA.4.26**-Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**ELA.4.27**-Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

**ELA.4.28**-Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature. Apply grade 4 Reading standards to informational texts.

**ELA.4.29**-Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening

**ELA.4.30**-Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 4 topics and texts, building on others' ideas and expressing ideas clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain ideas and understanding in light of the discussion.

**ELA.4.31**-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

**ELA.4.34**-Add audio recordings and visuals to presentations when appropriate to enhance the development of main ideas or themes.

### Language

**ELA.4.40**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their antonyms and their synonyms.

**ELA.4.41**-Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

## 5<sup>th</sup> Grade

### Reading

**ELA.5.2**-Determine a theme of a story, drama, or poem from details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**ELA.5.3**-Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text.

**ELA.5.8**-Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem.

**ELA.5.9**-Describe how a narrator's or speaker's point of view influences how events are described in a literary text.

**ELA.5.13**-Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text.

### Writing

**ELA.5.26**-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**ELA.5.27**-Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

**ELA.5.28**-Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature. Apply grade 5 Reading standards to informational texts.

**ELA.5.29**-Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

**ELA.5.30**-Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 5 topics and texts, building on others' ideas and expressing ideas clearly. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**ELA.5.31**-Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELA.5.34**-Include multimedia components and visuals in presentations when appropriate to enhance the development of main ideas or themes.

### **Language**

**ELA.5.40**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words to better understand each of the words (e.g., synonyms, antonyms, and homographs).

**ELA.5.41**-Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, and in addition).