

*In Their Own Country: WVCCRS Alignments/ Breece D’J Pancake*  
**Language Arts and Social Studies**

*Inappropriate for elementary or middle school*

**English / Language Arts**

| <b>Reading</b>   | <b>Writing</b>   | <b>Speaking / Listening</b>   | <b>Language</b>   |
|--|--|---|---|
| <b>ELA.6.3-</b> Describe how a particular story’s or drama’s plot unfolds in a series of events and how the characters respond or change as the plot moves toward a resolution.                    | <b>ELA.6.26-</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   | <b>ELA.6.30-</b> Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 6 topics, texts, and issues, building on others’ ideas and expressing ideas clearly. | <b>ELA.6.40-</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grade 6 texts.   |
| <b>ELA.6.5-</b> Determine a central idea of an informational text and how it is conveyed through details; provide a summary of the text distinct from personal opinions or judgments.              | <b>ELA.6.27-</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | <b>ELA.6.31-</b> Interpret information presented in digital, print, and non-print formats and explain how it contributes to a topic, text, or issue under study.  | <b>ELA.6.41-</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <b>ELA.6.8-</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a literary text and contributes to the development of the theme, setting, or plot. | <b>ELA.6.28-</b> Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.   | <b>ELA.6.34-</b> Include digital media and visuals in presentations to clarify information.   |   |
| <b>ELA.6.9-</b> Explain how an author develops the point of view of the narrator or speaker in a literary text.  | <b>ELA.6.29-</b> 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. |  |  |
| <b>ELA.6.13-</b><br>Compare and contrast the experience of reading a literary text to listening to or viewing an audio, video, or live version of the literary text, including contrasting what is “seen” and “heard”. |                          |  |  |

## SOCIAL STUDIES

| <b>Sociology</b>   | <b>History</b>  | <b>Civics</b>  | <b>Economics</b>  | <b>Geography</b>  |
|--|---|--|---|---|
| <b>SS.S.8-</b> Identify the basic components of culture and evaluate the importance of culture in society.   | <b>SS.8.25-</b> Explain the economic, social, and political impact of twentieth century events on West Virginia (e.g., school integration, Civil Rights Movement, Cold War and Vietnam) | <b>SS.C.11-</b> Analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy and monitor government actions | <b>SS.7.11-</b> Examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., environmental disasters, diseases, and war). | <b>SS.8.17-</b> Analyze the geographic factors that led to development of agricultural, coal, glass, chemical, metallurgic, and tourism industries in West Virginia (e.g., floods and coal mining disasters). |
| <b>SS.S.9-</b> Analyze the components of cultural change and diversity (e.g., norms, beliefs, values, dehumanization, cults, multiculturalism, ethnocentrism, cultural relevance, folk culture, counterculture, subculture, and culture shock) |   | <b>SS.C.12-</b> Determine how conflicts between the rights of citizens and society’s need for order can be resolved while preserving both liberty and safety   |   | <b>SS.G.2-</b> Describe the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions)   |
| <b>SS.S.15-</b> Investigate the evolution of family structures and their impact on the individual in society.  |   |  |   | <b>SS.US.13-</b> Interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short  |

|  |  |  |   |                                    |
|--|--|--|---|------------------------------------|
|  |  |  |   | stories, feature films, and songs) |
|  |  |  | <b>SS.E.19-</b> Explain historical and current developments and issues in local, national, and global contexts from an economic perspective |                                    |