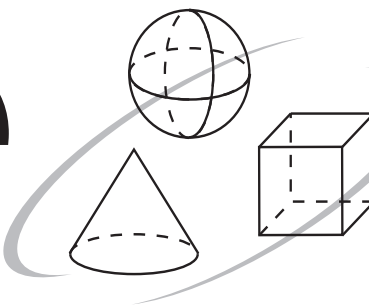


# Simple Solutions.



Minutes a Day—Mastery for a Lifetime!

## Simple Solutions Standards Mapping

*West Virginia College and  
Career Readiness Standards  
for English/Language Arts*

Grades  
K - 8

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# Introduction

The purpose of this document is to demonstrate how *Simple Solutions Standards-Based English Grammar & Mechanics* and *Simple Solutions Reading Comprehension* books align with the West Virginia College and Career Readiness Standards for ELA. Each grade document aligns the standards from both the *Simple Solutions Standards-Based English Grammar & Mechanics* series and the *Simple Solutions Reading Comprehension* series to the standards approved by the West Virginia Department of Education, and highlights the standards and eligible content identified within the West Virginia College and Career Readiness Standards for English/Language Arts.

**Simple Solutions Website:**

<https://simplesolutions.org/>

**West Virginia Board of Education:**

<https://wvde.us/>

## Level K - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Early Learning Foundations</b>				
Fluency	ELA.K.I	Read emergent-reader texts with purpose and understanding.	RF.K.4	<i>Simple Solutions Standards-Based English Grammar &amp; Mechanics K provides practice to meet this requirement.</i>
	Phonics and Word Recognition <small>Know and apply grade-level phonics and word analysis skills in decoding words.</small>	ELA K.II	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	RF.K.3a
Associate common spellings (graphemes) with the five major short vowel sounds.			RF.K.3b	RF.K.3b
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, or does).			RF.K.3c	RF.K.3c
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.			RF.K.3d	RF.K.3d
Handwriting	ELA K.III	Print upper- and lowercase letters.	The Writing Tasks included with <i>Simple Solutions Reading Comprehension K</i> provide practice to meet this requirement.	RF.K.1d L.K.1a
Phonological Awareness	ELA.K.IV	Recognize and produce rhyming words.	RF.K.2a	RF.K.2a
		Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2b	RF.K.2b
		Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2c	RF.K.2c
		Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/.	RF.K.2d	RF.K.2d
		Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2e	RF.K.2e
Print Concepts	ELA.K.V	Follow words from left to right, top to bottom, and page by page.	RF.K.1c	RF.K.1a
		Recognize that spoken words are represented in written language by specific sequences of letters.		RF.K.1b
		Understand that words are separated by spaces in print.		RF.K.1c
		Recognize and name upper- and lowercase letters of the alphabet.		RF.K.1d

## Level K - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Reading</b>				
<b>Key Ideas and Details</b>	ELA.K.1	With prompting and support, ask and answer questions about key details in a literary text.	<b>RL.K.1</b>	
	ELA.K.2	With prompting and support, retell familiar stories, including key details in literary texts.	<b>RL.K.2</b>	
	ELA.K.3	With prompting and support, identify characters, settings, and major events in a literary text.	<b>RL.K.3</b>	
	ELA.K.4	With prompting and support, ask and answer questions about key details in an informational text.	<b>RI.K.1</b>	
	ELA.K.5	With prompting and support, identify the main topic and retell key details of an informational text.	<b>RI.K.2</b>	
	ELA.K.6	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	<b>RI.K.3</b>	
<b>Craft and Structure</b>	ELA.K.7	With prompting and support, ask and answer questions about unknown words in a literary text.	<b>RL.K.4</b>	<b>L.K.4a</b> <b>L.K.4b</b>
	ELA.K.8	With prompting and support, recognize common types of texts (e.g., storybooks or poems).	<b>RL.K.5</b>	
	ELA.K.9	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.	<b>RL.K.6</b>	
	ELA.K.10	With prompting and support, ask and answer questions about unknown words in an informational text.	<b>RI.K.4</b>	<b>L.K.4a</b> <b>L.K.4b</b>
	ELA.K.11	With prompting and support, identify the front cover, back cover, and title page of a book.	<b>RI.K.5</b>	
	ELA.K.12	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in an informational text.	<b>RI.K.6</b>	

## Level K - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
Integration of Knowledge and Ideas	ELA.K.13	With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	RL.K.7	
	ELA.K.14	With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.	RL.K.9	
	ELA.K.15	With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	RI.K.7	
	ELA.K.16	With prompting and support, identify the reasons an author gives to support points in a literary or informational text.	RI.K.8	
	ELA.K.17	With prompting and support, identify basic similarities in and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.K.9	
Range of Reading and Text Complexity	ELA.K.18	Actively engage in group reading activities of literary texts with purpose and understanding.	<i>Simple Solutions Reading Comprehension K provides practice to meet this requirement.</i>	
	ELA.K.19	Actively engage in group reading activities of informational texts with purpose and understanding.	RL.K.10	

## Level K - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Writing</b>				
<b>Text Types and Purposes</b>	ELA.K.20	Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book (e.g., "My favorite book is...").	W.K.1	
	ELA.K.21	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic.	W.K.2	
	ELA.K.22	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.K.3	
<b>Production and Distribution of Writing</b>	ELA.K.24	With guidance and support from adults and collaborative discussions, add details to strengthen writing as needed.	W.K.5	
	ELA.K.25	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	W.K.6	
<b>Research to Build and Present Knowledge</b>	ELA.K.26	With guidance and support, participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them).	The Writing Tasks included with Simple Solutions Reading Comprehension K provide practice to meet these requirements.	
	ELA.K.27	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration</b>	ELA.K.30	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <i>*Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</i> <i>*Continue a conversation through multiple exchanges.</i>	Simple Solutions Reading Comprehension K provides practice to meet these requirements.	
	ELA.K.31	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
	ELA.K.32	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
<b>Presentation of Knowledge and Ideas</b>	ELA.K.33	Describe familiar people, places, things, and events and, with prompting and support, provide additional details.	Simple Solutions Standards-Based English Grammar & Mechanics K provides practice to meet these requirements.	
	ELA.K.34	Add drawings or other visual displays to descriptions as desired to provide additional details.		
	ELA.K.35	Speak audibly and express thoughts, feelings, and ideas clearly.		

## Level K - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Language</b>				
Conventions of Standard English	ELA.K.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Use frequently occurring nouns and verbs.</li> <li>• Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog and dogs; wish and wishes).</li> <li>• Understand and use question words (interrogatives) (e.g., who, what, where, when, why, and how).</li> <li>• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, and with).</li> <li>• Produce and expand complete sentences in shared language activities.</li> </ul>	<p>The Writing Tasks included with Simple Solutions Reading Comprehension K provide practice to meet these requirements.</p>	<p>L.K.1a L.K.1b L.K.1c L.K.1d L.K.1e L.K.1f</p>
	ELA.K.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I.</li> <li>• Recognize and name end punctuation.</li> <li>• Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>		<p>L.K.2a L.K.2b L.K.2c L.K.2d</p>
Vocabulary Acquisition and Use	ELA.K.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>• Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>• Introduce the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, and -less) as a clue to the meaning of an unknown word.</li> </ul>	<p>The Writing Tasks included with Simple Solutions Reading Comprehension K provide practice to meet these requirements.</p>	<p>L.K.4a L.K.4b</p>
	ELA.K.40	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent.</li> <li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>• Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.</li> </ul>		<p>L.K.5a L.K.5b L.K.5c L.K.5d</p>
	ELA.K.41	<p>Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>		<p>L.K.6</p>



## Level 1 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Early Learning Foundations</b>				
<b>Fluency</b>	<b>ELA.1.I</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<b>RF.1.4a</b>	<i>Simple Solutions Standards-Based English Grammar &amp; Mechanics 1 provides practice to meet this requirement.</i>
<b>Phonics and Word Recognition</b> <small>know and apply grade-level phonics and word analysis skills in decoding words.</small>	<b>ELA.1.II</b>	Know the spelling-sound correspondences for common consonant digraphs.	<b>RF.1.3a</b>	<b>RF.1.3a</b>
		Decode regularly spelled one-syllable words.	<b>RF.1.3b</b>	<b>RF.1.3b</b>
		Know final -e and common vowel team conventions for representing long vowel sounds.	<b>RF.1.3c</b>	<b>RF.1.3c</b>
		Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>RF.1.3d</b>	<b>RF.1.3d</b>
		Decode two-syllable words following basic patterns by breaking the words into syllables.		<b>RF.1.3e</b>
		Read words with inflectional endings.		<b>RF.1.3f</b>
		Recognize and read grade-appropriate irregularly spelled words.		<b>RF.1.3g</b>
<b>Handwriting</b>	<b>ELA.1.III</b>	Print all upper- and lowercase letters using proper letter formation and directionality.	<i>The Writing Tasks included with Simple Solutions Reading Comprehension 1 provide practice to meet this requirement.</i>	<b>L.1.1a</b>
<b>Phonological Awareness</b>	<b>ELA.1.IV</b>	Distinguish long from short vowel sounds in spoken single-syllable words.	<b>RF.1.2a</b>	<b>RF.1.2a</b>
		Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>RF.1.2b</b>	<b>RF.1.2b</b>
		Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>RF.1.2c</b>	<b>RF.1.2c</b>
		Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>RF.1.2d</b>	<b>RF.1.2d</b>
<b>Print Concepts</b>	<b>ELA.1.V</b>	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation).</li> </ul>	<b>RF.1.1a</b>	<b>RF.1.1a</b>

## Level 1 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Reading</b>				
<b>Key Ideas and Details</b>	ELA.1.1	Ask and answer questions about key details in a literary text.	<b>RL.1.1</b>	
	ELA.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson in literary texts.	<b>RL.1.2</b>	
	ELA.1.3	Describe characters, settings, and major events in a story, using key details in literary texts.	<b>RL.1.3</b>	
	ELA.1.4	Ask and answer questions about key details in an informational text.	<b>RI.1.1</b>	
	ELA.1.5	Identify the main topic and retell key details of an informational text.	<b>RI.1.2</b>	
	ELA.1.6	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	<b>RI.1.3</b>	
<b>Craft and Structure</b>	ELA.1.7	In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>RL.1.4</b>	<b>L.1.4a</b> <b>L.1.4b</b>
	ELA.1.8	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.	<b>RL.1.5</b>	
	ELA.1.9	Identify who is telling the story at various points in a literary text.	<b>RL.1.6</b>	
	ELA.1.10	Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.	<b>RI.1.4</b>	<b>L.1.4a</b> <b>L.1.4b</b>
	ELA.1.11	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, and/or icons) to locate key facts or information in an informational text.	<b>RI.1.5</b>	
	ELA.1.12	Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.	<b>RI.1.6</b>	

## Level 1 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Integration of Knowledge and Ideas</b>	ELA.1.13	Use illustrations and details in a story to describe its characters, setting, or events in literary texts.	RL.1.7	
	ELA.1.14	Compare and contrast the adventures and experiences of characters in stories in literary texts.	RL.1.9	
	ELA.1.15	Use the illustrations and details in a text to describe its key ideas in informational texts.	RI.1.7	
	ELA.1.16	Identify the reasons an author gives to support points in an informational text.	RI.1.8	
	ELA.1.17	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.1.9	
<b>Range of Reading and Text Complexity</b>	ELA.1.18	With prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts.	<i>Simple Solutions Reading Comprehension 1</i> provides practice to meet these requirements.  (Lexile Range = 150-470)	
	ELA.1.19	With prompting and support, read informational texts appropriately complex for grade 1.		

## Level 1 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Writing</b>				
Text Types and Purposes	ELA.1.20	Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	W.1.1	
	ELA.1.21	Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.	W.1.2	
	ELA.1.22	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.	W.1.3	
Production and Distribution of Writing	ELA.1.24	With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed.	W.1.5	
	ELA.1.25	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	W.1.6	
Research to Build and Present Knowledge	ELA.1.26	Participate in shared research and writing (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	W.1.7	
	ELA.1.27	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8	
<b>Speaking and Listening</b>				
Comprehension and Collaboration	ELA.1.30	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion).</li> <li>• Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>• Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	Simple Solutions Reading Comprehension 1 provides practice to meet these requirements.	Simple Solutions Standards-Based English Grammar & Mechanics 1 provides practice to meet these requirements.
	ELA.1.31	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
	ELA.1.32	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
Presentation of Knowledge and Ideas	ELA.1.33	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Simple Solutions Reading Comprehension 1 provides practice to meet these requirements.	Simple Solutions Standards-Based English Grammar & Mechanics 1 provides practice to meet these requirements.
	ELA.1.34	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
	ELA.1.35	Produce complete sentences when appropriate to task and situation.		

## Level 1 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<i>Language</i>				
<b>Conventions of Standard English</b>	<b>ELA.1.36</b>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Use common, proper, and possessive nouns.</li> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops; we hop).</li> <li>• Use personal, possessive and indefinite pronouns (e.g., I, me, and my; they, them, and their; anyone and everything).</li> <li>• Use verbs to convey a sense of past, present, and future (e.g., yesterday I walked home; today I walk home; tomorrow I will walk home).</li> <li>• Use frequently occurring adjectives.</li> <li>• Use frequently occurring conjunctions (e.g. and, but, or, so, or because).</li> <li>• Use determiners (e.g., articles and demonstratives).</li> <li>• Use frequently occurring prepositions (e.g., during, beyond, or toward).</li> <li>• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<p>The Writing Tasks included with <i>Simple Solutions Reading Comprehension 1</i> provide practice to meet these requirements.</p>	<p>L.1.1b L.1.1c L.1.1d L.1.1e L.1.1f L.1.1g L.1.1h L.1.1i L.1.1j</p>
	<b>ELA.1.37</b>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation for sentences.</li> <li>• Use commas in dates and to separate single words in a series.</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>		<p>L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e</p>
<b>Vocabulary Acquisition and Use</b>	<b>ELA.1.39</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>• Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, and looking).</li> </ul>	<p>The Writing Tasks included with <i>Simple Solutions Reading Comprehension 1</i> provide practice to meet these requirements.</p>	<p>L.1.4a L.1.4b</p>
	<b>ELA.1.40</b>	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Sort words into categories (e.g., colors and clothing) to gain a sense of the concepts the categories represent.</li> <li>• Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>• Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>• Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, and scowl) and adjectives differing in intensity (e.g., large and gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>		<p>L.1.5a L.1.5b L.1.5c L.1.5d</p>
	<b>ELA.1.41</b>	<p>Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		<p>L.1.6</p>

## Level 2 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Early Learning Foundations</b>				
<b>Fluency</b>	<b>ELA.2.I</b>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<i>Simple Solutions Reading Comprehension 2</i> provides practice to meet this requirement.	<i>Simple Solutions Standards-Based English Grammar &amp; Mechanics 2</i> provides practice to meet this requirement.
<b>Phonics and Word Recognition</b> <small>know and apply grade-level phonics and word analysis skills in decoding words.</small>	<b>ELA.2.II</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>Simple Solutions Reading Comprehension 2</i> provides practice to meet these requirements.	<b>RF.2.3a</b>
		Know spelling-sound correspondences for additional common vowel teams.		<b>RF.2.3b</b>
		Decode regularly spelled two-syllable words with long vowels.		<b>RF.2.3c</b>
		Decode words with common prefixes and suffixes.		<b>RF.2.3d</b>
		Identify words with inconsistent but common spelling-sound correspondences.		<b>RF.2.3e</b>
		Recognize and read grade-appropriate irregularly spelled words.		<b>RF.2.3f</b>
<b>Handwriting</b>	<b>ELA.2.III</b>	Create readable documents with legible print or cursive as developmentally appropriate.	The writing tasks included with <i>Simple Solutions Reading Comprehension 2</i> provide practice to meet this requirement.	

## Level 2 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Reading</b>				
<b>Key Ideas and Details</b>	ELA.2.1	Ask and answer key ideas such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text.	RL.2.1	
	ELA.2.2	Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral in literary text.	RL.2.2	
	ELA.2.3	Describe how characters in a story respond to major events and challenges in literary text.	RL.2.3	
	ELA.2.4	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.	RI.2.1	
	ELA.2.5	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.	RI.2.2	
	ELA.2.6	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.	RI.2.3	
<b>Craft and Structure</b>	ELA.2.7	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) in literary text supply rhythm and meaning in a story, poem, or song.	RL.2.4	L.2.4a L.2.4b
	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.	RL.2.5	
	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.	RL.2.6	
	ELA.2.10	Determine the meaning of words and phrases in informational text relevant to a grade 2 topic or subject area.	RI.2.4	L.2.4a L.2.4b
	ELA.2.11	Know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.	RI.2.5	
	ELA.2.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe.	RI.2.6	
<b>Integration of Knowledge and Ideas</b>	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.	RL.2.7	
	ELA.2.14	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text.	RL.2.9	
	ELA.2.15	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.	RI.2.7	
	ELA.2.16	Describe how reasons support specific points the author makes in an informational text.	RI.2.8	
	ELA.2.17	Compare and contrast the most important points presented by two informational texts on the same topic.	RI.2.9	

## Level 2 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
Range of Reading and Text Complexity	ELA.2.18	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.	<b>Simple Solutions Reading Comprehension 2</b> provides practice to meet this requirement.  (Lexile Range = 320-650)	
	ELA.2.19	By the end of year, read and comprehend informational texts, including social studies, science, and technical texts, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.		
<b>Writing</b>				
Text Types and Purposes	ELA.2.20	Write opinion pieces by introducing the topic or text being discussed, stating an opinion, supplying reasons that support the opinion, using linking words (e.g., because, and, or also) to connect opinion and reasons, and providing a concluding statement or section.	<b>W.2.1</b>	
	ELA.2.21	Write informative/explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.	<b>W.2.2</b>	
	ELA.2.22	Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using transitional words to signal event order and provide a sense of closure.	<b>W.2.3</b>	
Production and Distribution of Writing	ELA.2.24	With guidance and support from adults and collaborative discussions, focus on a topic and strengthen writing as needed by revising and editing.	<b>W.2.5</b>	
	ELA.2.25	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	<b>W.2.6</b>	
Research to Build and Present Knowledge	ELA.2.26	Participate in shared research and writing (e.g., read a number of books on a single topic to produce a report; record science observations).	<b>W.2.7</b>	
	ELA.2.27	Recall information from experiences or gather information from provided sources to answer a question.	<b>W.2.8</b>	



## Level 2 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Speaking and Listening</b>				
Comprehension and Collaboration	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. <ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).</li> <li>• Build on others' talk in conversations by linking comments to the remarks of others.</li> <li>• Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>	<b>Simple Solutions Reading Comprehension 2</b> provides practice to meet these requirements.	<b>Simple Solutions Standards-Based English Grammar &amp; Mechanics 2</b> provides practice to meet these requirements.
	ELA.2.31	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
	ELA.2.32	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
Presentation of Knowledge and Ideas	ELA.2.33	Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently.	<b>Simple Solutions Reading Comprehension 2</b> provides practice to meet these requirements.	<b>Simple Solutions Standards-Based English Grammar &amp; Mechanics 2</b> provides practice to meet these requirements.
	ELA.2.34	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
	ELA.2.35	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
<b>Language</b>				
Conventions of Standard English	ELA.2.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Use collective nouns (e.g., group).</li> <li>• Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, and fish).</li> <li>• Use reflexive pronouns (e.g., myself or ourselves).</li> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told).</li> <li>• Use adjectives and adverbs and choose between them depending on what is to be modified.</li> <li>• Produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy).</li> </ul>	<b>The writing tasks included with Simple Solutions Reading Comprehension 2</b> provide practice to meet these requirements.	<b>L.2.1a</b> <b>L.2.1b</b> <b>L.2.1c</b> <b>L.2.1d</b> <b>L.2.1e</b> <b>L.2.1f</b>
	ELA.2.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• Capitalize holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., cage / badge; boy / boil).</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>		<b>L.2.2a</b> <b>L.2.2b</b> <b>L.2.2c</b> <b>L.2.2d</b> <b>L.2.2e</b>
Knowledge of Language	ELA.2.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>• Compare formal and informal uses of English.</li> </ul>	<b>The writing tasks included with Simple Solutions Reading Comprehension 2</b> provide practice to meet this requirement.	<b>L.2.3a</b>

## Level 2 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Vocabulary Acquisition and Use</b>	<b>ELA.2.39</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, and tell/retell).</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition and additional).</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, and bookmark).</li> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	<p><b>The writing tasks included with Simple Solutions Reading Comprehension 2 provide practice to meet these requirements.</b></p>	<p><b>L.2.4a</b> <b>L.2.4b</b> <b>L.2.4c</b> <b>L.2.4d</b> <b>L.2.4e</b></p>
	<b>ELA.2.40</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>• Distinguish shades of meaning among closely related verbs (e.g., toss, throw, and hurl) and closely related adjectives (e.g., thin, slender, skinny, and scrawny).</li> </ul>		<p><b>L.2.5a</b> <b>L.2.5b</b></p>
	<b>ELA.2.41</b>	<p>Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy).</p>		<p><b>L.2.6</b></p>

## Level 3 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Early Learning Foundations</b>				
Phonics and Word Recognition <small>Know and apply grade-level phonics and word analysis skills in decoding</small>	ELA.3.I	Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Simple Solutions Reading Comprehension 3 provides practice to meet this requirement.</i>	<i>Simple Solutions Standards-Based English Grammar &amp; Mechanics 3 provides practice to meet this requirement.</i>
	ELA.3.II	Identify and know the meaning of the most common prefixes and derivational suffixes.	<i>Simple Solutions Reading Comprehension 3 provides practice to meet these requirements.</i>	<b>RF.3.3a</b>
		Decode words with common Latin suffixes.		<b>RF.3.3b</b>
		Decode multi-syllable words.		<b>RF.3.3c</b>
Read grade-appropriate irregularly spelled words.	<b>RF.3.3d</b>			
Handwriting	ELA.3.III	Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.	<i>The writing tasks included with Simple Solutions Reading Comprehension 3 provide practice to meet this requirement.</i>	
<b>Reading</b>				
Key Ideas and Details	ELA.3.1	Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.	<b>RL.3.1</b>	
	ELA.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the literary text.	<b>RL.3.2</b>	
	ELA.3.3	Describe characters in a literary story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>RL.3.3</b>	
	ELA.3.4	Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.	<b>RI.3.1</b>	
	ELA.3.5	Determine the main idea of an informational text; recount the key details and explain how they support the main idea.	<b>RI.3.2</b>	
	ELA.3.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.	<b>RI.3.3</b>	

## Level 3 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Craft and Structure</b>	ELA.3.7	Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.	RL.3.4	L.3.4a L.3.4b
	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.	RL.3.5	
	ELA.3.9	Distinguish one's point of view from that of the narrator or those of the characters in a literary text.	RL.3.6	
	ELA.3.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.	RI.3.4	L.3.4a L.3.4b
	ELA.3.11	Use informational text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5	
	ELA.3.12	Distinguish one's own point of view from that of the author of an informational text.	RI.3.6	
<b>Integration of Knowledge and Ideas</b>	ELA.3.13	Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood or emphasize aspects of a character or setting).	RL.3.7	
	ELA.3.14	Compare and contrast the themes, settings, and plots of literary stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.3.9	
	ELA.3.15	Use information gained from illustrations (e.g., maps or photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.3.7	
	ELA.3.16	Describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, or first/second/third in a sequence).	RI.3.8	
	ELA.3.17	Compare and contrast the most important points and key details presented in two informational texts on the same topic.	RI.3.9	
<b>Range of Reading and Text Complexity</b>	ELA.3.18	By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2–3 text complexity range independently and proficiently.	<p><i>Simple Solutions Reading Comprehension 3</i> provides practice to meet these requirements.</p> <p>(Lexile Range = 410-830)</p>	
	ELA.3.19	By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 2–3 text complexity range independently and proficiently.		

## Level 3 - ELA

West Virginia ELA Standards		Simple Solutions Standards	
Description		Reading	English Grammar & Mechanics
<b>Writing</b>			
<b>Text Types and Purposes</b>	ELA.3.20	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> <li>• Introduce the topic or text being discussed, state an opinion, and create an organizational structure that lists reasons.</li> <li>• Provide reasons that support the opinion.</li> <li>• Use linking words and phrases (e.g., because, therefore, since, or for example) to connect opinion and reasons.</li> <li>• Provide a concluding statement or section.</li> </ul>	<b>W.3.1a</b> <b>W.3.1b</b> <b>W.3.1c</b> <b>W.3.1d</b>
	ELA.3.21	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>• Introduce a topic and group related information together; include illustrations when useful to aid comprehension.</li> <li>• Develop the topic with facts, definitions, and details.</li> <li>• Use linking words and phrases (e.g., also, another, and, more, or but) to connect ideas within categories of information.</li> <li>• Provide a concluding statement or section.</li> </ul>	<b>W.3.2a</b> <b>W.3.2b</b> <b>W.3.2c</b> <b>W.3.2d</b>
	ELA.3.22	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>• Use transitional words and phrases to signal event order.</li> <li>• Provide a sense of closure.</li> </ul>	<b>W.3.3a</b> <b>W.3.3b</b> <b>W.3.3c</b> <b>W.3.3d</b>
<b>Production and Distribution of Writing</b>	ELA.3.23	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)	<b>W.3.4</b>
	ELA.3.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards up to and including grade 3).	<b>W.3.5</b>
	ELA.3.25	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>W.3.6</b>
<b>Research to Build and Present Knowledge</b>	ELA.3.26	Conduct short research projects that build knowledge about a topic.	<b>W.3.7</b>
	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.	<b>W.3.8</b>
<b>Range of Writing</b>	ELA.3.29	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 disciplinespecific tasks, purposes, and audiences.	<b>W.3.10</b>

## Level 3 - ELA

West Virginia ELA Standards		Simple Solutions Standards	
Description		Reading	English Grammar & Mechanics
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>	ELA.3.30	<p><i>Simple Solutions Reading Comprehension 3 provides practice to meet these requirements.</i></p>	<p><i>Simple Solutions Standards-Based English Grammar &amp; Mechanics 3 provides practice to meet these requirements.</i></p>
	ELA.3.31		
	ELA.3.32		
<b>Presentation of Knowledge and Ideas</b>	ELA.3.33	<p><i>Simple Solutions Reading Comprehension 3 provides practice to meet these requirements.</i></p>	<p><i>Simple Solutions Standards-Based English Grammar &amp; Mechanics 3 provides practice to meet these requirements.</i></p>
	ELA.3.34		
	ELA.3.35		
<b>Language</b>			
<b>Conventions of Standard English</b>	ELA.3.36	<p><i>The writing tasks included with Simple Solutions Reading Comprehension 3 provide practice to meet these requirements.</i></p>	<p><b>L.3.1a</b> <b>L.3.1b</b> <b>L.3.1c</b> <b>L.3.1d</b> <b>L.3.1e</b> <b>L.3.1f</b> <b>L.3.1g</b> <b>L.3.1h</b> <b>L.3.1i</b></p>
	ELA.3.37		<p><b>L.3.2a</b> <b>L.3.2b</b> <b>L.3.2c</b> <b>L.3.2d</b> <b>L.3.2e</b> <b>L.3.2f</b> <b>L.3.2g</b></p>

## Level 3 - ELA

West Virginia ELA Standards			Simple Solutions Standards		
Description			Reading	English Grammar & Mechanics	
Knowledge of Language	ELA.3.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose words and phrases for effect.</li> <li>• Recognize and observe differences between the conventions of spoken and written Standard English.</li> </ul>	<p>The writing tasks included with <i>Simple Solutions Reading Comprehension 3</i> provide practice to meet this requirement.</p>	<p><b>L.3.3a</b> <b>L.3.3b</b></p>	
	Vocabulary Acquisition and Use	ELA.3.39			<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/ careless, and heat/preheat).</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company and companion).</li> <li>• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>
ELA.3.40		<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>• Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>• Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</li> </ul>	<p><b>L.3.5a</b> <b>L.3.5b</b> <b>L.3.5c</b></p>		
ELA.3.41		<p>Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., after dinner that night we went looking for them).</p>		<p><b>L.3.6</b></p>	

## Level 4 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Early Learning Foundations</b>				
Fluency	ELA.4.I	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<i>Simple Solutions Reading Comprehension 4 provides practice to meet this requirement.</i>	<i>Simple Solutions Standards-Based English Grammar &amp; Mechanics 4 provides practice to meet this requirement.</i>
Phonics and Word Recognition	ELA.4.II	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<i>Simple Solutions Reading Comprehension 4 provides practice to meet this requirement.</i>	RF.4.3a
Handwriting	ELA.4.III	Write fluidly and legibly in cursive or joined italics.	The writing tasks included with <i>Simple Solutions Reading Comprehension 4</i> provide practice to meet this requirement.	
<b>Reading</b>				
Key Ideas and Details	ELA.4.1	Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1	
	ELA.4.2	Determine a theme of a story, drama, or poem from details in the literary text; summarize the text.	RL.4.2	
	ELA.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text (e.g., a character's thoughts, words, or actions).	RL.4.3	
	ELA.4.4	Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1	
	ELA.4.5	Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.	RI.4.2	
	ELA.4.6	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text.	RI.4.3	



## Level 4 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
Craft and Structure	ELA.4.7	Determine the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology (e.g., herculean).	RL.4.4	L.4.4a L.4.4b
	ELA.4.8	Explain major differences between poems, drama, and prose; refer to the structural elements of poems (e.g., verse, rhythm, and meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, and stage directions) when writing or speaking about a literary text.	RL.4.5	
	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.	RL.4.6	
	ELA.4.10	Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area.	RI.4.4	L.4.4a L.4.4b
	ELA.4.11	Describe the overall structure (e.g., chronology, comparison, cause/effect, or problem/solution) of events, ideas, concepts, or information in all or part of an informational text.	RI.4.5	
	ELA.4.12	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in the focus and information provided in these informational texts.	RI.4.6	
Integration of Knowledge and Ideas	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.	RL.4.7	
	ELA.4.14	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, traditional literature, and literary text from different cultures.	RL.4.9	
	ELA.4.15	Interpret information presented visually orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the informational text in which it appears.	RI.4.7	
	ELA.4.16	Explain how an author uses reasons and evidence to support particular points in an informational text.	RI.4.8	
	ELA.4.17	Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.9	
Range of Reading and Text Complexity	ELA.4.18	By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.	Simple Solutions Reading Comprehension 4 provides practice to meet these requirements.  (Lexile Range = 480-920)	
	ELA.4.19	By the end of the year read and comprehend informational texts, including social studies, science and technical texts, in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.		

## Level 4 - ELA

West Virginia ELA Standards		Simple Solutions Standards	
Description		Reading	English Grammar & Mechanics
<b>Writing</b>			
<b>Text Types and Purposes</b>	ELA.4.20	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>• <i>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</i></li> <li>• <i>Provide reasons that are supported by facts and details.</i></li> <li>• <i>Link opinion and reasons using words and phrases (e.g., for instance, in order to, or in addition).</i></li> <li>• <i>Provide a concluding statement or section related to the opinion presented.</i></li> </ul>	<p><b>W.4.1a</b> <b>W.4.1b</b> <b>W.4.1c</b> <b>W.4.1d</b></p>
	ELA.4.21	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• <i>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</i></li> <li>• <i>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></li> <li>• <i>Link ideas within categories of information using words and phrases (e.g., another, for example, also, or because).</i></li> <li>• <i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></li> <li>• <i>Provide a concluding statement or section related to the information or explanation presented.</i></li> </ul>	<p><b>W.4.2a</b> <b>W.4.2b</b> <b>W.4.2c</b> <b>W.4.2e</b></p>
	ELA.4.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>• <i>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</i></li> <li>• <i>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</i></li> <li>• <i>Use a variety of transitional words and phrases to manage the sequence of events.</i></li> <li>• <i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i></li> <li>• <i>Provide a conclusion that follows from the narrated experiences or events.</i></li> </ul>	<p><b>W.4.3a</b> <b>W.4.3b</b> <b>W.4.3c</b> <b>W.4.3d</b> <b>W.4.3e</b></p>
<b>Production and Distribution of Writing</b>	ELA.4.23	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)	<b>W.4.4</b>
	ELA.4.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards up to and including grade 4.)	<b>W.4.5</b>
	ELA.4.25	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.	<p><b>The writing tasks included with Simple Solutions Reading Comprehension 4 provide practice to meet this requirement.</b></p>

## Level 4 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
Research to Build and Present Knowledge	ELA.4.26	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.4.7	
	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.	W.4.8	
	ELA.4.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>• Apply grade 4 Reading standards to literature (e.g., “describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>• Apply grade 4 Reading standards to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text.”).</li> </ul>	W.4.9a W.4.9b	
Range of Writing	ELA.4.29	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 disciplinespecific tasks, purposes, and audiences.	W.4.10	
<b>Speaking and Listening</b>				
Comprehension and Collaboration	ELA.4.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing ideas clearly. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• 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.</li> <li>• Review the key ideas expressed and explain ideas and understanding in light of the discussion.</li> </ul>	Simple Solutions Reading Comprehension 4 provides practice to meet these requirements.	Simple Solutions Standards-Based English Grammar & Mechanics 4 provides practice to meet these requirements.
	ELA.4.31	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
	ELA.4.32	Identify the reasons and evidence a speaker provides to support particular points.		
Presentation of Knowledge and Ideas	ELA.4.33	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Simple Solutions Reading Comprehension 4 provides practice to meet these requirements.	Simple Solutions Standards-Based English Grammar & Mechanics 4 provides practice to meet these requirements.
	ELA.4.34	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
	ELA.4.35	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards for specific expectations.)		

## Level 4 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Language</b>				
<b>Conventions of Standard English</b>	ELA.4.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Use relative pronouns (<i>who, whose, whom, which, or that</i>) and relative adverbs (<i>where, when, or why</i>).</li> <li>• Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>• Use modal auxiliaries (<i>e.g., can, may, or must</i>) to convey various conditions.</li> <li>• Order adjectives within sentences according to conventional patterns (<i>e.g., a small red bag rather than a red small bag</i>).</li> <li>• Form and use prepositional phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Correctly use frequently confused words (<i>e.g., to, too, and two; there and their</i>).</li> </ul>	<p>The writing tasks included with <i>Simple Solutions Reading Comprehension 4</i> provide practice to meet these requirements.</p>	<p>L.4.1a L.4.1b L.4.1c L.4.1d L.4.1e L.4.1f L.4.1g</p>
	ELA.4.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use correct capitalization.</li> <li>• Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>• Use a comma before a coordinating conjunction in a compound sentence.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>		<p>L.4.2a L.4.2b L.4.2c L.4.2d</p>
<b>Knowledge of Language</b>	ELA.4.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose words and phrases to convey ideas precisely.</li> <li>• Choose punctuation for effect.</li> <li>• Differentiate between contexts that call for formal English (<i>e.g., presenting ideas</i>) and situations where informal discourse is appropriate (<i>e.g., small-group discussion</i>).</li> </ul>	<p>The writing tasks included with <i>Simple Solutions Reading Comprehension 4</i> provide practice to meet this requirement.</p>	<p>L.4.3a L.4.3b L.4.3c</p>
<b>Vocabulary Acquisition and Use</b>	ELA.4.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (<i>e.g., definitions, examples, or restatements in text</i>) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (<i>e.g., telegraph, photograph, and autograph</i>).</li> <li>• Consult reference materials (<i>e.g., dictionaries, glossaries, and/or thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>The writing tasks included with <i>Simple Solutions Reading Comprehension 4</i> provide practice to meet these requirements.</p>	<p>L.4.4a L.4.4b L.4.4c</p>
	ELA.4.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Explain the meaning of simple similes and metaphors (<i>e.g., as pretty as a picture</i>) in context.</li> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• Demonstrate understanding of words by relating them to their opposites (<i>antonyms</i>) and to words with similar but not identical meanings (<i>synonyms</i>).</li> </ul>		<p>L.4.5a L.4.5b L.4.5c</p>
	ELA.4.41	<p>Acquire and accurately use grade-appropriate general academic and domainspecific words and phrases, including those that signal precise actions, emotions, or states of being (<i>e.g., quizzed, whined, and stammered</i>) and that are basic to a particular topic (<i>e.g., wildlife, conservation, and endangered</i> when discussing animal preservation).</p>		<p>L.4.6</p>

## Level 5 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Early Learning Foundations</b>				
<b>Fluency</b>	ELA.5.I	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<i>Simple Solutions Reading Comprehension 5 provides practice to meet this requirement.</i>	<i>Simple Solutions Standards-Based English Grammar &amp; Mechanics 5 provides practice to meet this requirement.</i>
	ELA.5.II	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<i>Simple Solutions Reading Comprehension 5 provides practice to meet this requirement.</i>	<b>RF.5.3a</b>
<b>Reading</b>				
<b>Key Ideas and Details</b>	ELA.5.1	Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RL.5.1</b>	
	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; <u>summarize the text.</u>	<b>RL.5.2</b>	
	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 (e.g., how characters interact).	<b>RL.5.3</b>	
	ELA.5.4	Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.5.1</b>	
	ELA.5.5	Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.	<b>RI.5.2</b>	
	ELA.5.6	Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>RI.5.3</b>	
<b>Craft and Structure</b>	ELA.5.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.	<b>RL.5.4</b>	<b>L.5.5a</b> <b>L.5.5b</b> <b>L.5.5c</b>
	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.	<b>RL.5.5</b>	
	ELA.5.9	Describe how a narrator's or speaker's point of view influences how events are described in a literary text.	<b>RL.5.6</b>	
	ELA.5.10	Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.	<b>RI.5.4</b>	<b>L.5.4</b>
	ELA.5.11	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more informational texts.	<b>RI.5.5</b>	
	ELA.5.12	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts.	<b>RI.5.6</b>	

## Level 5 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Integration of Knowledge and Ideas</b>	ELA.5.13	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and/or poem).	RL.5.7	
	ELA.5.14	Compare and contrast stories in literary texts of the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.5.9	
	ELA.5.15	Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RI.5.7	
	ELA.5.16	Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).	RI.5.8	
	ELA.5.17	Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9	
<b>Range of Reading and Text Complexity</b>	ELA.5.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity range independently and proficiently.	<i>Simple Solutions Reading Comprehension 5</i> provides practice to meet these requirements.  (Lexile Range = 860-1050)	
	ELA.5.19	By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4–5 text complexity range independently and proficiently.		
<b>Writing</b>				
<b>Text Types and Purposes</b>	ELA.5.20	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>• Provide logically ordered reasons that are supported by facts and details.</li> <li>• Link opinion and reasons using words, phrases, and clauses (e.g., consequently and specifically).</li> <li>• Provide a concluding statement or section related to the opinion presented.</li> </ul>	W.5.1a W.5.1b W.5.1c W.5.1d	
	ELA.5.21	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>• Introduce a topic clearly, provide a general observation, and focus and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</li> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast and especially).</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e	
	ELA.5.22	Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>• Use a variety of transition words, phrases, and clauses to manage the sequence of events.</li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e	

## Level 5 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Production and Distribution of Writing</b>	ELA.5.23	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)	<b>W.5.4</b>	
	ELA.5.24	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards up to and including grade 5.)	<b>W.5.5</b>	
	ELA.5.25	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type accurately.	<b>The writing tasks included with Simple Solutions Reading Comprehension 5 provide practice to meet these requirements.</b>	
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.			
<b>Research to Build and Present Knowledge</b>	ELA.5.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>• Apply grade 5 Reading standards to literature (e.g., “compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>• Apply grade 5 Reading standards to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ul>	<b>W.5.9a</b> <b>W.5.9b</b>	
	ELA.5.29	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 disciplinespecific tasks, purposes, and audiences.	<b>W.5.10</b>	
<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration</b>	ELA.5.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing ideas clearly. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<b>Simple Solutions Reading Comprehension 5 provides practice to meet these requirements.</b>	<b>Simple Solutions Standards-Based English Grammar &amp; Mechanics 5 provides practice to meet these requirements.</b>
	ELA.5.31	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
	ELA.5.32	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
<b>Presentation of Knowledge and Ideas</b>	ELA.5.33	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>Simple Solutions Reading Comprehension 5 provides practice to meet these requirements.</b>	<b>Simple Solutions Standards-Based English Grammar &amp; Mechanics 5 provides practice to meet these requirements.</b>
	ELA.5.34	Include multimedia components (e.g., graphics and/or sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
	ELA.5.35	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards for specific expectations.)		

## Level 5 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Language</b>				
<b>Conventions of Standard English</b>	ELA.5.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>• Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>• Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Use correlative conjunctions (e.g., either/or and neither/nor).</li> </ul>	<p>The writing tasks included with Simple Solutions Reading Comprehension 5 provide practice to meet these requirements.</p>	<p>L.5.1a L.5.1b L.5.1c L.5.1d L.5.1e</p>
	ELA.5.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use punctuation to separate items in a series.</li> <li>• Use a comma to separate an introductory element from the rest of the sentence.</li> <li>• Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>• Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>		<p>L.5.2a L.5.2b L.5.2c L.5.2d L.5.2e</p>
<b>Knowledge of Language</b>	ELA.5.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>• Compare and contrast the varieties of English (e.g., dialects and/or registers) used in stories, dramas, or poems.</li> </ul>	<p>The writing tasks included with Simple Solutions Reading Comprehension 5 provide practice to meet this requirement.</p>	<p>L.5.3a L.5.3b</p>
<b>Vocabulary Acquisition and Use</b>	ELA.5.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph and photosynthesis).</li> <li>• Consult reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>The writing tasks included with Simple Solutions Reading Comprehension 5 provide practice to meet these requirements.</p>	<p>L.5.4a L.5.4b L.5.4c</p>
	ELA.5.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figurative language, including similes and metaphors, in context.</li> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• Use the relationship between particular words (e.g., synonyms, antonyms, and homographs) to better understand each of the words.</li> </ul>		<p>L.5.5a L.5.5b L.5.5c</p>
	ELA.5.41	<p>Acquire and accurately use grade-appropriate general academic and domainspecific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, and in addition).</p>		<p>L.5.6</p>



## Level 6 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Reading</b>				
<b>Key Ideas and Details</b>	ELA.6.1	Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	<b>RL.6.1</b>	
	ELA.6.2	Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>RL.6.2</b>	
	ELA.6.3	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>RL.6.3</b>	
	ELA.6.4	Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.	<b>RI.6.1</b>	
	ELA.6.5	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>RI.6.2</b>	
	ELA.6.6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in an informational text (e.g., through examples or anecdotes).	<b>RI.6.3</b>	
<b>Craft and Structure</b>	ELA.6.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<b>RL.6.4</b>	<b>L.6.4</b> <b>L.6.5a</b> <b>L.6.5b</b> <b>L.6.5c</b>
	ELA.6.8	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>RL.6.5</b>	
	ELA.6.9	Explain how an author develops the point of view of the narrator or speaker in a literary text.	<b>RL.6.6</b>	
	ELA.6.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.	<b>RI.6.4</b>	<b>L.6.4</b> <b>L.6.5a</b> <b>L.6.5b</b> <b>L.6.5c</b>
	ELA.6.11	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas.	<b>RI.6.5</b>	
	ELA.6.12	Determine an author's point of view or purpose in an informational text and explain how it is communicated in the text.	<b>RI.6.6</b>	

## Level 6 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Integration of Knowledge and Ideas</b>	ELA.6.13	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the literary text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.	RL.6.7	
	ELA.6.14	Compare and contrast literary texts in different forms or genres (e.g., stories, poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.	RL.6.9	
	ELA.6.15	Integrate information presented in different media or formats (e.g., visually and/or quantitatively) and in words to develop a coherent understanding of a topic or issue.	RI.6.7	
	ELA.6.16	Trace and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.6.8	
	ELA.6.17	Compare and contrast two authors’ presentations of events (e.g., a memoir written by and a biography on the same person) in informational text.	RI.6.9	
<b>Range of Reading and Text Complexity</b>	ELA.6.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.	<b>Simple Solutions Reading Comprehension 6 provides practice to meet these requirements.</b>  (Lexile Range = 925-1070)	
	ELA.6.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.		
<b>Writing</b>				
<b>Text Types and Purposes</b>	ELA.6.20	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>• Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>• Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from the argument presented.</li> </ul>	W.6.1a W.6.1b W.6.1c W.6.1d W.6.1e	
	ELA.6.21	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>• Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts or tables), and multimedia when useful to aid comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	W.6.2a W.6.2b W.6.2c W.6.2d W.6.2e W.6.2f	
	ELA.6.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	W.6.3a W.6.3b W.6.3c W.6.3d W.6.3e	

## Level 6 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
Production and Distribution of Writing	ELA.6.23	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 Text Types and Purposes.)	W.6.4	
	ELA.6.24	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. (Editing for conventions should demonstrate command of Language standards up to and including grade 6.)	W.6.5	
	ELA.6.25	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type efficiently and accurately.	The writing tasks included with <i>Simple Solutions Reading Comprehension 6</i> provide practice to meet this requirement.	
Research to Build and Present Knowledge	ELA.6.26	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.6.7	
	ELA.6.27	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.	W.6.8	
	ELA.6.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>• Apply grade 6 Reading standards to literature (e.g., “compare and contrast texts in different forms or genres [e.g., stories, poems, historical novels, and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>• Apply grade 6 Reading standards to nonfiction and other informational texts (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”).</li> </ul>	W.6.9a W.6.9b	
Range of Writing	ELA.6.29	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 disciplinespecific tasks, purposes, and audiences.	W.6.10	
<b>Speaking and Listening</b>				
Comprehension and Collaboration	ELA.6.30	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 ideas clearly. <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Follow rules for shared discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>• Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>	Simple Solutions Reading Comprehension 6 provides practice to meet these requirements.	Simple Solutions Standards-Based English Grammar & Mechanics 6 provides practice to meet these requirements.
	ELA.6.31	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and explain how it contributes to a topic, text, or issue under study.		
	ELA.6.32	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
Presentation of Knowledge and Ideas	ELA.6.33	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.	Simple Solutions Reading Comprehension 6 provides practice to meet these requirements.	Simple Solutions Standards-Based English Grammar & Mechanics 6 provides practice to meet these requirements.
	ELA.6.34	Include multimedia components (e.g., graphics, images, music, and/or sound) and visual displays in presentations to clarify information.		
	ELA.6.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards for specific expectations.)		

## Level 6 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Language</b>				
<b>Conventions of Standard English</b>	ELA.6.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (subjective, objective, or possessive).</li> <li>• Use intensive pronouns (e.g., myself or ourselves).</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>• Recognize variations from Standard English in one’s own and others’ writing and speaking; identify and use strategies to improve expression in conventional language.</li> </ul>	<p>The writing tasks included with <i>Simple Solutions Reading Comprehension 6</i> provide practice to meet these requirements.</p>	<p>L.6.1a L.6.1b L.6.1c L.6.1d L.6.1e</p>
	ELA.6.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use punctuation (commas, parentheses, or dashes) to set off nonrestrictive/ parenthetical elements.</li> <li>• Spell correctly.</li> </ul>		<p>L.6.2a L.6.2b</p>
<b>Knowledge of Language</b>	ELA.6.38	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Maintain consistency in style and tone.</li> </ul>	<p>The writing tasks included with <i>Simple Solutions Reading Comprehension 6</i> provide practice to meet this requirement.</p>	<p>L.6.3a L.6.3b</p>
<b>Vocabulary Acquisition and Use</b>	ELA.6.39	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, and audible).</li> <li>• Consult reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>• Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p>The writing tasks included with <i>Simple Solutions Reading Comprehension 6</i> provide practice to meet these requirements.</p>	<p>L.6.4a L.6.4b L.6.4c L.6.4d</p>
	ELA.6.40	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., personification) in context.</li> <li>• Use the relationship between particular words (e.g., cause/effect, part/whole, or item/category) to better understand each of the words.</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, and thrifty).</li> </ul>		<p>L.6.5a L.6.5b L.6.5c</p>
	ELA.6.41	<p>Acquire and accurately use grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>L.6.6</p>

## Level 7 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Reading</b>				
<b>Key Ideas and Details</b>	ELA.7.1	Cite several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	RL.7.1	
	ELA.7.2	Determine a theme or central idea of a literary text and analyze its development over the course of the text; provide an objective summary of the text.	RL.7.2	
	ELA.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RL.7.3	
	ELA.7.4	Cite several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.	RI.7.1	
	ELA.7.5	Determine two or more central ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.	RI.7.2	
	ELA.7.6	Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	RI.7.3	
<b>Craft and Structure</b>	ELA.7.7	Determine the meaning of words and phrases as they are used in a literary 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 poem or section of a story or drama.	RL.7.4	L.7.4 L.7.5a L.7.5b L.7.5c
	ELA.7.8	Analyze how a drama's or poem's form or structure (e.g., soliloquy or sonnet) contributes to its meaning.	RL.7.5	
	ELA.7.9	Analyze how an author develops and contrasts the points of view of different characters or narrators in a literary text.	RL.7.6	
	ELA.7.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.7.4	L.7.4 L.7.5a L.7.5b L.7.5c
	ELA.7.11	Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.	RI.7.5	
	ELA.7.12	Determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from that of others.	RI.7.6	

## Level 7 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
Integration of Knowledge and Ideas	ELA.7.13	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RL.7.7	
	ELA.7.14	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.	RL.7.9	
	ELA.7.15	Compare and contrast a text to an audio, video, or multimedia version of the informational text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the power of the words).	RI.7.7	
	ELA.7.16	Trace and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	RI.7.8	
	ELA.7.17	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RI.7.9	
Range of Reading and Text Complexity	ELA.7.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.	<i>Simple Solutions Reading Comprehension 7 provides practice to meet these requirements.</i>  (Lexile Range = 970-1120)	
	ELA.7.19	By the end of the year, read and comprehend nonfiction and other informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.		
<b>Writing</b>				
Text Types and Purposes	ELA.7.20	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	W.7.1a W.7.1b W.7.1c W.7.1d W.7.1e	
	ELA.7.21	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts or tables) and multimedia when useful to aid comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	W.7.2a W.7.2b W.7.2c W.7.2d W.7.2e W.7.2f	
	ELA.7.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	W.7.3a W.7.3b W.7.3c W.7.3d W.7.3e	

## Level 7 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Production and Distribution of Writing</b>	ELA.7.23	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 Text Types and Purposes.)	<b>W.7.4</b>	
	ELA.7.24	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. (Editing for conventions should demonstrate command of Language standards up to and including grade 7.)	<b>W.7.5</b>	
	ELA.7.25	Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.	<b>W.7.6</b>	
<b>Research to Build and Present Knowledge</b>	ELA.7.26	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>W.7.7</b>	
	ELA.7.27	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).	<b>W.7.8</b>	
	ELA.7.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>• 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”).</li> <li>• Apply grade 7 Reading standards to nonfiction and other informational texts (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”).</li> </ul>	<b>W.7.9a</b> <b>W.7.9b</b>	
<b>Range of Writing</b>	ELA.7.29	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 disciplinespecific tasks, purposes, and audiences.	<b>W.7.10</b>	
<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration</b>	ELA.7.30	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 ideas clearly. <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose questions that elicit elaboration, and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>• Acknowledge new information expressed by others and, when warranted, modify former views.</li> </ul>	<b>Simple Solutions Reading Comprehension 7 provides practice to meet these requirements.</b>	<b>Simple Solutions Standards-Based English Grammar &amp; Mechanics 7 provides practice to meet these requirements.</b>
	ELA.7.31	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and explain how the ideas clarify a topic, text, or issue under study.		
	ELA.7.32	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		

## Level 7 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
Presentation of Knowledge and Ideas	ELA.7.33	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.	Simple Solutions Reading Comprehension 7 provides practice to meet these requirements.	Simple Solutions Standards-Based English Grammar & Mechanics 7 provides practice to meet these requirements.
	ELA.7.34	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		
	ELA.7.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated.		
<b>Language</b>				
Conventions of Standard English	ELA.7.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>	The writing tasks included with Simple Solutions Reading Comprehension 7 provide practice to meet these requirements.	L.7.1a L.7.1b L.7.1c
	ELA.7.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie.).</li> <li>• Spell correctly.</li> </ul>		L.7.2a L.7.2b
Knowledge of Language	ELA.7.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>	The writing tasks included with Simple Solutions Reading Comprehension 7 provide practice to meet this requirement.	L.7.3a
Vocabulary Acquisition and Use	ELA.7.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of a sentence or paragraph or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, or rebel).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>• Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	The writing tasks included with Simple Solutions Reading Comprehension 7 provide practice to meet these requirements.	L.7.4a L.7.4b L.7.4c L.7.4d
	ELA.7.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., literary or mythological allusions) in context.</li> <li>• Use the relationship between particular words (e.g., synonym/antonym or analogy) to better understand each of the words.</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, or condescending).</li> </ul>		L.7.5a L.7.5b L.7.5c
	ELA.7.41	Acquire and accurately use grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		L.7.6



## Level 8 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Reading</b>				
<b>Key Ideas and Details</b>	ELA.8.1	Cite the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.	<b>RL.8.1</b>	
	ELA.8.2	Determine a theme or central idea of a literary 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.	<b>RL.8.2</b>	
	ELA.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.	<b>RL.8.3</b>	
	ELA.8.4	Cite the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.	<b>RI.8.1</b>	
	ELA.8.5	Determine a central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>RI.8.2</b>	
	ELA.8.6	Analyze how an informational text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>RI.8.3</b>	
<b>Craft and Structure</b>	ELA.8.7	Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RL.8.4</b>	<b>L.8.4</b> <b>L.8.5a</b> <b>L.8.5b</b> <b>L.8.5c</b>
	ELA.8.8	Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>RL.8.5</b>	
	ELA.8.9	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in a literary text.	<b>RL.8.6</b>	
	ELA.8.10	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RI.8.4</b>	<b>L.8.4</b> <b>L.8.5a</b> <b>L.8.5b</b> <b>L.8.5c</b>
	ELA.8.11	Analyze in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.	<b>RI.8.5</b>	
	ELA.8.12	Determine an author's point of view or purpose in an informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>RI.8.6</b>	

## Level 8 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
Integration of Knowledge and Ideas	ELA.8.13	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	RL.8.7	
	ELA.8.14	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 transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text).	RL.8.9	
	ELA.8.15	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, and/or multimedia) to present a particular topic or idea.	RI.8.7	
	ELA.8.16	Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.8.8	
	ELA.8.17	Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	RI.8.9	
Range of Reading and Text Complexity	ELA.8.18	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 6–8 text complexity range independently and proficiently.	<i>Simple Solutions Reading Comprehension 8</i> provides practice to meet these requirements.  (Lexile Range = 1010-1185)	
	ELA.8.19	By the end of the year, read and comprehend nonfiction and other informational texts at the high end of the grades 6–8 text complexity range independently and proficiently.		
<b>Writing</b>				
Text Types and Purposes	ELA.8.20	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	W.8.1a W.8.1b W.8.1c W.8.1d W.8.1e	
	ELA.8.21	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts or tables), and multimedia when useful to aid comprehension.</li> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	W.8.2a W.8.2b W.8.2c W.8.2d W.8.2e W.8.2f	
	ELA.8.22	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>• Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>• Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	W.8.3a W.8.3b W.8.3c W.8.3d W.8.3e	

## Level 8 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
<b>Production and Distribution of Writing</b>	ELA.8.23	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 Text Types and Purposes.)	<b>W.8.4</b>	
	ELA.8.24	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. (Editing for conventions should demonstrate command of the Language standards up to and including grade 8.)	<b>W.8.5</b>	
	ELA.8.25	Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.	<b>W.8.6</b>	
<b>Research to Build and Present Knowledge</b>	ELA.8.26	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<b>W.8.7</b>	
	ELA.8.27	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).	<b>W.8.8</b>	
	ELA.8.28	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>• 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 transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text”).</li> <li>• Apply grade 8 Reading standards to nonfiction and other informational texts (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”).</li> </ul>	<b>W.8.9a</b> <b>W.8.9b</b>	
<b>Range of Writing</b>	ELA.8.29	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 disciplinespecific tasks, purposes, and audiences.	<b>W.8.10</b>	
<b>Speaking and Listening</b>				
<b>Comprehension and Collaboration</b>	ELA.8.30	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing ideas clearly. <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>• Acknowledge new information expressed by others and, when warranted, qualify or justify views in light of the evidence presented.</li> </ul>	<b>Simple Solutions Reading Comprehension 8 provides practice to meet these requirements.</b>	<b>Simple Solutions Standards-Based English Grammar &amp; Mechanics 8 provides practice to meet these requirements.</b>
	ELA.8.31	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and evaluate the motives (e.g., social, commercial, or political) behind its presentation.		
	ELA.8.32	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.		

## Level 8 - ELA

West Virginia ELA Standards			Simple Solutions Standards	
Description			Reading	English Grammar & Mechanics
Presentation of Knowledge and Ideas	ELA.8.33	Present claims and findings, emphasizing significant 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.	Simple Solutions Reading Comprehension 8 provides practice to meet these requirements.	Simple Solutions Standards-Based English Grammar & Mechanics 8 provides practice to meet these requirements.
	ELA.8.34	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		
	ELA.8.35	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards for specific expectations.)		
<b>Language</b>				
Conventions of Standard	ELA.8.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <i>• Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.</i>	The writing tasks included with Simple Solutions Reading Comprehension 8 provide practice to meet these requirements.	L.8.1a
	ELA.8.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <i>• Use punctuation (comma, ellipsis, or dash) to indicate a pause or break.</i> <i>• Use an ellipsis to indicate an omission.</i> <i>• Spell correctly.</i>		L.8.2a L.8.2b L.8.2c
Knowledge of Language	ELA.8.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <i>• Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).</i> <i>• Use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).</i> <i>• Recognize and correct inappropriate shifts in verb voice and mood.</i>	The writing tasks included with Simple Solutions Reading Comprehension 8 provide practice to meet this requirement.	L.8.3a
Vocabulary Acquisition and Use	ELA.8.39	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <i>• Use context (e.g., the overall meaning of a sentence or paragraph or a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i> <i>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, or secede).</i> <i>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i> <i>• Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</i>	The writing tasks included with Simple Solutions Reading Comprehension 8 provide practice to meet these requirements.	L.8.4a L.8.4b L.8.4c L.8.4d
	ELA.8.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>• Interpret figures of speech (e.g. verbal irony, and/or puns) in context.</i> <i>• Use the relationship between particular words to better understand each of the words.</i> <i>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, or resolute).</i>		L.8.5a L.8.5b L.8.5c
	ELA.8.41	Acquire and accurately use grade-appropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		L.8.6