Children's Book Challenge

Correlation to SC State ELA Standards

**Fourth Grade**

Writing

**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2.1 Write informative/explanatory texts that: a. introduce a topic clearly; b. use information from multiple print and multimedia sources; c. group related information in paragraphs and sections; d. include formatting, illustrations, and multimedia to aid comprehension; e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use paraphrasing, quotations, and original language to avoid plagiarism; h. link ideas within categories of information using words and phrases; i. use precise language and domain-specific vocabulary to inform or explain the topic; j. develop a style and tone authentic to the purpose; and k. provide a concluding statement or section related to the information or explanation presented.

**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences**

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and description to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words and phrases to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking**

4.1 When writing: a. use relative pronouns and relative adverbs; b. form and use the progressive verb tenses; c. use modal auxiliaries to convey various conditions; d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense; e. order adjectives within sentences according to conventional patterns; f. explore using prepositional phrases in different positions within a sentence; g. use coordinating and subordinating conjunctions; h. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and i. use frequently confused homonyms correctly.

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**

5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

5.2 Use: a. apostrophes to form possessives and contractions; b. quotation marks and commas to mark direct speech; and c. commas before a coordinating conjunction in a compound sentence.

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames**

6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.

6.4 Demonstrate effective keyboarding skills.

Communicating

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.

2.2 Discuss the purpose and the credibility of information presented in diverse media and formats.

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.

3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

**Fifth Grade**

Writing

**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2.1 Write informative/explanatory texts that: a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; e. use credible sources; f. include formatting, illustrations, and multimedia to aid comprehension; g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented.

**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences**

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words, phrases, and clauses to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking**

4.1 When writing: a. show knowledge of the function of conjunctions, prepositions, and interjections; b. form and use the perfect verb tenses; c. use verb tense to convey various times, sequences, states, and conditions; d. recognize and use appropriate continuity or shifts in verb tense; and e. use correlative conjunctions.

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**

5.1 Apply correct usage of capitalization

5.2 Use: a. apostrophes and quotation marks; and b. commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames**

6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.

Communicating

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.

2.2 Analyze the credibility of information presented in diverse media and formats.

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.

3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.