

Correlation of *Project Citizen* Series- Upper Elementary School Level to the  
South Carolina ELA (2015) Academic Standards

<b>Project Citizen Chapter Titles</b>	<b>ELA Standards- Grades 4 &amp; 5</b>
<p><u>Chapter One</u> <i>Introduction</i></p> <p><u>Chapter Two</u> <i>What is Public Policy and Who Makes It?</i></p> <p>The Project Citizen Process</p> <p>Step One: Identifying Public Policy Problems in Your Community</p> <p>Step Two: Selecting a Problem for Your Class to Study</p> <p>Step Three: Gathering Information on the Problem Your Class Will Study</p>	<p><b>Inquiry- Based Literacy</b>  <u>Standard 1:</u> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.  <u>Standard 2:</u> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.  <u>Standard 3:</u> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.  <u>Standard 4:</u> Synthesize integrated information to share learning and/or take action.</p> <p><b>Reading Informational Text</b>  <u>Standard 1:</u> Demonstrate understanding of the organization and basic features of print.  <u>Standard 3:</u> Know and apply grade-level phonics and word analysis skills in decoding words.  <u>Standard 4:</u> Read with sufficient accuracy and fluency to support comprehension  <u>Standard 5:</u> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.  <u>Standard 6:</u> Summarize key details and ideas to support analysis of central ideas.  <u>Standard 9:</u> Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p><b>Writing Skills</b>  <u>Standard 1:</u> Write arguments to support claims with clear reasons and relevant evidence.  <u>Standard 3:</u> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  <u>Standard 4:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <u>Standard 5:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Correlation of *Project Citizen* Series- Upper Elementary School Level to the  
South Carolina ELA (2015) Academic Standards

<p>Step Four: Developing a Portfolio to Present Your Research</p> <p>Step Five: Presenting Your Portfolio</p> <p>Step Six: Reflecting on Your Experience</p>	<p><b>Communication</b></p> <p><u>Standard 1:</u> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p> <p><u>Standard 2:</u> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p><u>Standard 3:</u> Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.</p> <p><u>Standard 4:</u> Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p> <p><u>Standard 5:</u> Incorporate craft techniques to engage and impact audience and convey messages.</p>
--	--