



## **CURRICULUM CONNECTIONS**

### **Common Core State Standards**

### **Building Stories: A Creative Writing Contest**

<http://www.thehenryford.org/BuildingStories>

Creative writing contest for students in grades 3-12, in which participants research historic buildings in Greenfield Village and write a story of historical fiction.

#### **English Language Arts**

##### **Grade 3**

- RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
- W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.6** 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.
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.3.4** 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.
- L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Grade 4**

- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.6** 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 a minimum of one page in a single sitting.
- W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8** 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.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.4** 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.
- SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.4** 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.
- L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.

## **Grade 5**

- RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.6** 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 a minimum of two pages in a single sitting.
- W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8** 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.
- W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.5.4** 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.
- SL.5.5** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.5.4** 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.
- L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

## **Grade 6**

- RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.6** 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 a minimum of three pages in a single sitting.
- W.6.8** 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.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.4** 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.
- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Grade 7**

- RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8** 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.
- W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.4 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.
- L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Grade 8**

- RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.8 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.
- W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.4 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.
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Grades 9-10**

- RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

- W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Grades 11-12**

- RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
- W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Literacy in History/Social Studies, Science & Technical Subjects**

#### **Grades 6-8**

- RH.6-8.7** Integrate visual information with other information in print and digital texts.
- WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7** 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.
- WHST.6-8.8** 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.
- WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.

#### **Grades 9-10**

- RH.9-10.7** Integrate quantitative or technical analysis with qualitative analysis in print or digital text.
- WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**WHST.9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.

### **Grades 11-12**

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

**RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.