



# Lewis and Clark

correlated to

## Sunshine State Standards, Language Arts

### Grades 3-5

#### Reading

#### Standard 1: The student uses the reading process effectively. (LA.A.1.2)

1. uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

Expedition History: Take the Journey  
Expedition History: Information Hunt  
Expedition History: Make a Time Line  
Expedition History: Jefferson or Lewis sorting  
Expedition History: Writing a Letter  
Prepare the Expedition: Going to St. Louis: Take the Journey  
Prepare the Expedition: Going to St. Louis: Label the Parts  
Prepare the Expedition: Journey Provisions  
Prepare the Expedition: Provisions Activity  
Prepare the Expedition: Recalling  
Prepare the Expedition: Writing About  
Starting West: Up the Missouri: Take the Journey

Starting West: Up the Missouri: Write a Journal  
Starting West: Who's Who: Who Went on the Journey  
Starting West: Who's Who: Apply to the Corps  
Starting West: Problems – Solutions  
Fort Mandan: Winter – Take the Journey  
Fort Mandan: Winter – Make a Chart  
Fort Mandan: Recalling  
Fort Mandan: Writing About  
Uncharted Lands: Uncharted Land - Take the Journey  
Uncharted Lands: Uncharted Land – Make a Decision  
Uncharted Lands: Expedition Poetry  
Uncharted Lands: Writing a Journal  
Crossing Mountains: Bitterroot Mountains – Take the Journey

Crossing Mountains: Bitterroot Mountains – Write an Article  
Crossing Mountains: Recalling  
Crossing Mountains: Writing about  
Crossing Mountains: Vocabulary  
Reaching the Pacific: Journey to the Sea – Take the Journey  
Reaching the Pacific: Journey to the Sea – Name the Landmarks  
Reaching the Pacific: Journey Map  
Reaching the Pacific: Write a Dispatch  
Returning Home: The Return – Take the Journey  
Returning Home: The Return – Information Hunt  
Returning Home: The Return – Make a Time Line  
Returning Home: Recalling  
Returning Home: Writing About  
Returning Home: Journey Math

2. selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.

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Expedition History: Information Hunt

Expedition History: Make a Time Line  
Expedition History: Jefferson or Lewis sorting

Expedition History: Writing a Letter  
Prepare the Expedition: Going to St. Louis: Take the Journey



Prepare the Expedition: Going to St. Louis: Label the Parts  
 Prepare the Expedition: Journey Provisions  
 Prepare the Expedition: Provisions Activity  
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 Prepare the Expedition: Writing About  
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 Starting West: Who's Who: Apply to the Corps  
 Starting West: Problems – Solutions

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 Fort Mandan: Winter – Make a Chart  
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 Uncharted Lands: Uncharted Land - Take the Journey  
 Uncharted Lands: Uncharted Land – Make a Decision  
 Uncharted Lands: Expedition Poetry  
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 Crossing Mountains: Recalling

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 Reaching the Pacific: Journey Map  
 Reaching the Pacific: Write a Dispatch  
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 Returning Home: The Return – Make a Time Line  
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3. uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

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4. clarifies understanding by rereading, self correction, summarizing, checking other sources, and class or group discussion.

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**Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.2)**

1. reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

Expedition History: Make a Time Line  
 Returning Home: The Return – Make a Time Line

2. identifies the author's purpose in a simple text.

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Returning Home: The Return – Information Hunt  
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 Returning Home: Recalling  
 Returning Home: Writing About  
 Returning Home: Journey Math

3. recognizes when a text is primarily intended to persuade.
4. identifies specific personal preferences relative to fiction and nonfiction reading.
5. reads and organizes information for a variety of purposes, including making report, conducting interviews, taking a test, and performing an authentic task.

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6. recognizes the difference between fact and opinion presented in a text.

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7. recognizes the use of comparison and contrast in a text.
8. selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

**Writing**

**Standard 1: The student uses writing processes effectively. (LA.B.1.2)**

1. prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Crossing Mountains: Bitterroot Mountains – Write an Article  
 Starting West: Up the Missouri: Write a Journal  
 Uncharted Lands: Writing a Journal

Expedition History: Writing a Letter  
 Prepare the Expedition: Writing About  
 Fort Mandan: Writing About

Crossing Mountains: Writing about  
 Reaching the Pacific: Write a Dispatch  
 Returning Home: Writing About

2. drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

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3. produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/ verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

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**Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.2)**

1. writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

Crossing Mountains: Bitterroot Mountains – Write an Article  
Starting West: Up the Missouri: Write a Journal  
Uncharted Lands: Writing a Journal

Expedition History: Writing a Letter  
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2. organizes information using alphabetical and numerical systems.
3. writes for a variety of occasions, audiences, and purposes.

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4. uses electronic technology, including word processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

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5. creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.

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6. creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.



## **Listening, Viewing, and Speaking**

### **Standard 1: The student uses listening strategies effectively. (LA.C.1.2)**

1. listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches.
2. identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.
3. carries on an extended conversation with a group of friends.
4. listens attentively to the speaker, including making eye contact and facing the speaker.
5. responds to speakers by asking questions, making contributions, and paraphrasing what is said.

### **Standard 2: The student uses viewing strategies effectively. (LA.C.2.2)**

1. determines main concept and supporting details in a nonprint media message.
2. recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.

### **Standard 3: The student uses speaking strategies effectively. (LA.C.3.2)**

1. speaks clearly at an understandable rate and uses appropriate volume.
2. asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.
3. speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.
4. uses eye contact and gestures that engage the audience.
5. participates as a contributor and occasionally acts as a leader in a group discussion.
6. organizes a speech using a basic beginning, middle, and ending.

## **Language**

### **Standard 1: The student understands the nature of language. (LA.D.1.2)**

1. understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.

Expedition History: Take the Journey

Expedition History: Information Hunt

Expedition History: Make a Time Line

Expedition History: Jefferson or Lewis sorting

Expedition History: Writing a Letter

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2. understands that language formality varies according to situations and audiences.

**Standard 2: The student understands the power of language. (LA.D.2.2)**

1. understands that word choices can shape reactions, perception, and beliefs.
2. identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.
3. recognizes different techniques used in media messages and their purposes.
4. selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.

Crossing Mountains: Bitterroot Mountains – Write an Article  
 Starting West: Up the Missouri: Write a Journal  
 Uncharted Lands: Writing a Journal

Expedition History: Writing a Letter  
 Prepare the Expedition: Writing About  
 Fort Mandan: Writing About

Crossing Mountains: Writing about  
 Reaching the Pacific: Write a Dispatch  
 Returning Home: Writing About

5. understands that a variety of messages can be conveyed through mass media.

**Literature**

**Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.2)**

1. identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.

Uncharted Lands: Expedition Poetry

2. understands the development of plot and how conflicts are resolved in a story.

3. knows the similarities and differences among the characters, settings, and events presented in various texts.
4. knows that the attitudes and values that exist in a time period affect the works that are written during that time period.
5. identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.

**Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.2)**

1. recognizes cause-and-effect relationships in literary texts.
2. recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children’s texts.
3. responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.
4. identifies the major theme in a story or nonfiction text.

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5. forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.

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