

# Fremont City Schools

## English Language Arts Grade 5



Grading Period 4

Lesson 26: Lewis and Clark - Lesson 30: Exploring the Gulf Coast

Standard	GLI's
Acquisition of Vocabulary	Ongoing: 1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example. *3. Identify the connotation and denotation of new words.
Reading Process: Concepts of Print, Comprehension	Ongoing/Assess by teacher observation: 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text. 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).  Ongoing: 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. 6. Select, create and use graphic organizers to interpret textual information.
Reading Applications: Information, Technical and Persuasive Text	
Reading Applications: Literary Text	Ongoing: 6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction. (Suggested testing: Qtr. 1- fiction, Qtr. 2- fiction and nonfiction, Qtr. 3- all types)
Writing Conventions	Ongoing: 1. Spell high-frequency words correctly. 5. Use correct capitalization.
Writing Applications	<b>4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.</b>

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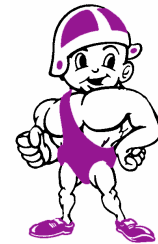
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Standard	GLI's
Writing Applications	Ongoing: 5. Produce informal writings (e.g., journals, notes and poems) for various purposes.
Writing Processes	* Teach and assess the following ongoing GLI's using the informational essays or reports:  1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 2. Conduct background reading, interviews or surveys when appropriate. 3. State and develop a clear main idea for writing. 4. Determine a purpose and audience. 5. Use organizational strategies (e.g., rough outlines, diagrams, maps and Venn diagrams) to plan writing. 6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details. 7. Vary simple, compound and complex sentence structures. 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. 9. Vary language and styles as appropriate to audience and purpose. 10. Use available technology to compose text. 11. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair). 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary. 15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons. 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. 17. Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

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Standard	GLI's
Communication: Oral and Visual	<p><b>8. Deliver informational presentations (e.g., expository, research) that:</b></p> <ul style="list-style-type: none"><li><b>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</b></li><li><b>b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</b></li><li><b>c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);</b></li><li><b>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</b></li><li><b>e. draw from several sources and identify sources used.</b></li></ul> <p>Ongoing:</p> <ul style="list-style-type: none"><li>1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).</li><li>2. Interpret the main idea and draw conclusions from oral presentations and visual media.</li><li>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</li><li>6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.</li><li>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</li></ul>
Research	<ul style="list-style-type: none"><li><b>1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.</b></li><li><b>2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</b></li><li><b>3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).</b></li><li><b>4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.</b></li><li><b>*5. Define plagiarism and acknowledge sources of information.</b></li><li><b>6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.</b></li></ul>

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**Bold-typed indicators will be assessed at the end of this quarter only.**

\*Supplemental materials will be necessary to cover this indicator, as it is either weak or missing completely from the series.