

PLT Correlations: LANGUAGE ARTS GRADE K (revised 8/09)

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
GLE 0001.1.1 Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.	
GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.	13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.
GLE 0001.1.3 Develop and maintain phonological awareness.	
GLE 0001.1.4 Begin to explore the alphabetic principle.	54. I'd Like To Visit a Place Where ... (p.236) - In Part A, students create an ABC list of things found in parks.

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.	16. Pass The Plants, Please (p.77) - As an Enrichment , students prepare snacks using recipes included.
GLE 0001.2.2 Develop critical speaking skills essential for effective communication.	22. Trees as Habitats (p.102) - In Part A, students listen to and discuss the story Good-Night Owl.

Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p>GLE 0001.3.1 Use basic knowledge of simple capitalization and punctuation rules.</p> <p>GLE 0001.3.2 Employ a variety of strategies to generate story ideas.</p>	
<p>GLE 0001.3.3 Compose simple stories with teacher assistance.</p>	<p>2. Get in Touch With Trees (p.20) - In Part B, students write a description about exploring a tree with the sense of touch by using similes, metaphors, and analogies.</p> <p>24. Nature's Recyclers (p.108) – As an Assessment Opportunity, students write a story about a sow bug supermarket based on their observations in the classroom.</p> <p>76. Tree Cookies (p.327) - As a Variation, students use a paper plate to create a tree cookie the same age as themselves and use it in writing an autobiography to identify when various important events in their lives occurred.</p>
<p>GLE 0001.3.4 Evaluate own and group writing using a simple classroom rubric.</p> <p>GLE 0801.3.4 Refine strategies for editing and revising written work.</p>	

Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0001.4.1 Define and narrow a research question appropriate to grade level and ability.</p>	
<p>GLE 0001.4.2 Select a source necessary to answer a research question.</p>	<p>49. Tropical Treehouse (p.207) - Students explore the rainforest in different ways: researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p>
<p>GLE 0001.4.3 Deliver an oral report on a research question.</p> <p>GLE 0801.4.4 Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p>GLE 0001.5.1 Develop an understanding of sequential events.</p>	<p>31. Plant a Tree (p.132) - Students express their appreciation of trees by planning and carrying out their own tree-planting project, following the included Tree-Planting Instructions.</p> <p>95. Did You Notice? (p.414) - Students create a timeline as a graphic organizer.</p>
<p>GLE 0001.5.2 Recognize the relationship of actions and consequences.</p>	<p>87. Earth Manners (p.378) - Students develop a set of guidelines for exploring and enjoying nature.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p>GLE 0001.6.1 Comprehend the main idea of informational texts.</p> <p>GLE 0001.6.2 Recognize that illustrations support information in the texts.</p>	<p>13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.</p>

Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p>GLE 0001.7.1 Explore a variety of media.</p>	<p>79. Tree Lifecycle (p.341) - In the Variation, students use body movements and make sounds to act out the life of a tree.</p>

Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>GLE 0001.8.3 Develop reading fluency and accuracy.</p> <p>GLE 0001.8.4 Identify basic literary elements.</p>	<p>18. Tale of The Sun (p.86) - Students analyze a story told by the Muskogee (Creek) Indians of present-day Oklahoma. Later, students read and discuss stories told in other cultures from around the world.</p> <p>22. Trees as Habitats (p.102) - As an Enrichment, students act out the book Good-Night Owl.</p>

PLT Correlations: LANGUAGE ARTS GRADE 1

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
GLE 0101.1.1 Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.	
GLE 0101.1.2 Employ a variety of strategies to decode words and expand vocabulary.	2. Get in Touch With Trees (p.20) - In Part B, students write a description about exploring a tree with the sense of touch by using similes, metaphors, and analogies.
GLE 0101.1.3 Develop and maintain phonological awareness.	
GLE 0101.1.4 Understand and apply the alphabetic principle.	54. I'd Like To Visit a Place Where ... (p.236) - In Part A, students create an ABC list of things found in parks.

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
GLE 0101.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.	8. The Forest of S. T. Shrew, p. 40 - Students listen to a story read aloud. 16. Pass The Plants, Please (p.77) - As an Enrichment , students prepare snacks using recipes included. 22. Trees as Habitats (p.102) - In Part A, students listen to and discuss the story Good-Night Owl.
GLE 0101.2.2 Develop critical speaking skills essential for effective communication.	

Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p>GLE 0101.3.1 Compose simple stories with a clear beginning, middle, and end.</p> <p>GLE 0101.3.2 Employ a variety of strategies to generate story ideas.</p> <p>GLE 0101.3.3 Begin to develop topic sentences.</p> <p>GLE 0101.3.4 Evaluate own and others' writing using a simple classroom rubric.</p> <p>GLE 0101.3.5 Determine how, when, and whether to incorporate graphics in written work.</p>	<p>24. Nature's Recyclers (p.108) – As an Assessment Opportunity, students write a story about a sow bug supermarket based on their observations in the classroom.</p> <p>76. Tree Cookies (p.327) - As a Variation, students use a paper plate to create a tree cookie the same age as themselves and use it in writing an autobiography to identify when various important events in their lives occurred.</p>

Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0101.4.1 Define and narrow a research question appropriate to grade level and ability.</p>	
<p>GLE 0101.4.2 Select a source necessary to answer the research question.</p>	<p>49. Tropical Treehouse (p.207) - Students explore the rainforest in different ways: researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p>
<p>GLE 0101.4.3 Deliver an oral report that demonstrates a gathering of information.</p>	

Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p>GLE 0101.5.1 Further develop an understanding of sequential order.</p>	<p>95. Did You Notice? (p.414) - Students create a timeline as a graphic organizer.</p>
<p>GLE 0101.5.2 Recognize the relationship of actions and consequences.</p>	<p>87. Earth Manners (p.378) - Students develop a set of guidelines for exploring and enjoying nature.</p>
<p>GLE 0101.5.3 Make inferences and draw appropriate conclusions.</p>	<p>30. Three Cheers for Trees (p.130) - Using information given in the Background and their own reactions to the importance of local trees, students discuss the benefits of trees in public places.</p> <p>49. Tropical Treehouse (p.207) - Students explore the rainforest in different ways: researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p>GLE 0101.6.1 Follow simple directions in a short informational text.</p> <p>GLE 0101.6.2 Identify the main ideas and supporting details of informational text.</p> <p>GLE 0101.6.3 Recognize that a variety of graphics can support informational text.</p>	<p>31. Plant a Tree (p.132) - Students express their appreciation of trees by planning and carrying out their own tree-planting project, following the included Tree-Planting Instructions.</p>

Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p>GLE 0101.7.1 Explore a variety of media.</p>	<p>79. Tree Lifecycle (p.341) - In the Variation, students use body movements and make sounds to act out the life of a tree.</p>
<p>GLE 0101.7.2 Recognize the ability of media to inform, persuade, and entertain.</p>	

Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<p>GLE 0101.8.1 Explore and experience various literary genres.</p> <p>GLE 0101.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>GLE 0101.8.3 Develop reading fluency and accuracy.</p> <p>GLE 0101.8.4 Identify basic literary elements.</p>	<p>8. The Forest of S. T. Shrew, p. 40 - Students listen to a story read aloud.</p> <p>18. Tale of The Sun (p.86) - Students analyze a story told by the Muskogee (Creek) Indians of present-day Oklahoma. Later, students read and discuss stories told in other cultures from around the world.</p> <p>22. Trees as Habitats (p.102) - As an Enrichment, students act out the book Good-Night Owl.</p>

PLT Correlations: LANGUAGE ARTS GRADE 2

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
<p>GLE 0201.1.1 Demonstrate control of basic English usage, mechanics, spelling, and sentence structure.</p> <p>GLE 0201.1.2 Employ a variety of strategies to decode words and expand vocabulary.</p> <p>GLE 0201.1.3 Develop and maintain phonological awareness.</p>	
<p>GLE 0201.1.4 Understand and apply the alphabetic principle.</p>	<p>54. I'd Like To Visit a Place Where ... (p.236) - In Part A, students create an ABC list of things found in parks.</p>

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
<p>GLE 0201.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p>GLE 0201.2.2 Develop critical speaking skills essential for effective communication.</p>	<p>8. The Forest of S. T. Shrew, p. 40 - Students listen to a story read aloud.</p> <p>16. Pass The Plants, Please (p.77) - As an Enrichment, students prepare snacks using recipes included.</p> <p>22. Trees as Habitats (p.102) - In Part A, students listen to and discuss the story Good-Night Owl.</p>

Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p>GLE 0201.3.1 Write in a variety of modes for a variety of audiences and purposes.</p> <p>GLE 0201.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0201.3.3 Organize ideas into a topic paragraph with complete coherent sentences.</p> <p>GLE 0201.3.4 Revise first drafts for clearer meaning, correct capitalization, and punctuation.</p> <p>GLE 0201.3.5 Evaluate own and others' writing.</p> <p>GLE 0201.3.6 Determine how, when, and whether to incorporate graphics in written work.</p>	<p>24. Nature's Recyclers (p.108) – As an Assessment Opportunity, students write a story about a sow bug supermarket based on their observations in the classroom.</p> <p>27. Every Tree For Itself (p.117) - As a Variation for Older Students, students create tree cookies and write stories to accompany the results of the simulation rounds.</p> <p>76. Tree Cookies (p.327) - As a Variation, students use a paper plate to create a tree cookie the same age as themselves and use it in writing an autobiography to identify when various important events in their lives occurred.</p>

Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0201.4.1 Define and narrow a question for research appropriate to grade level and ability.</p>	
<p>GLE 0201.4.2 Gather relevant information to answer a research question.</p>	<p>49. Tropical Treehouse (p.207) - Students explore the rainforest in different ways: researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p>
<p>GLE 0201.4.3 Write a simple research report.</p>	

Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p>GLE 0201.5.1 Continue to develop the ability to think logically.</p>	
<p>GLE 0201.5.2 Apply logic in a variety of ways.</p>	<p>13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.</p> <p>14. Renewable Or Not? (p.69) - In Part A, students read a set of “clues” and create definitions for renewable and nonrenewable resources. In Part B, students participate in demonstrations and discuss their insights into how resources can be managed in sustainable ways.</p> <p>32. A Forest of Many Uses (p.135) - Students work in teams to brainstorm and share ideas for managing a forest for one of three uses: wildlife, recreation, or products.</p> <p>55. Planning the Ideal Community (p.239) - In the Variation, students draw maps of their community showing places that help meet all the needs of its residents.</p> <p>87. Earth Manners (p.378) - Students develop a set of guidelines for exploring and enjoying nature.</p> <p>95. Did You Notice? (p.414) - Students create a timeline as a graphic organizer.</p>
<p>GLE 0201.5.3 Make inferences and draw appropriate conclusions.</p>	<p>30. Three Cheers for Trees (p.130) - Using information given in the Background and their own reactions to the importance of local trees, students discuss the benefits of trees in public places.</p> <p>39. Energy Sleuths (p.167) - In Part A, students identify energy sources. They find examples of people using various energy sources.</p> <p>49. Tropical Treehouse (p.207) - Students explore the rainforest in different ways: researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p>GLE 0201.6.1 Follow simple multi-step directions in a short informational text.</p>	<p>31. Plant a Tree (p.132) - Students express their appreciation of trees by planning and carrying out their own tree-planting project, following the included Tree-Planting Instructions.</p>
<p>GLE 0201.6.2 Comprehend the main ideas and supporting details of informational texts.</p>	<p>13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.</p> <p>14. Renewable Or Not? (p.69) - In Part A, students read a set of “clues” and create definitions for renewable and nonrenewable resources. In Part B, students participate in demonstrations and discuss their insights into how resources can be managed in sustainable ways.</p>
<p>GLE 0201.6.3 Interpret the graphics that support informational texts.</p>	

Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p>GLE 0201.7.1 Recognize the ability of media to inform, persuade, and entertain.</p>	
<p>GLE 0201.7.2 Enhance oral presentations and/or written work with a visual medium.</p>	<p>55. Planning the Ideal Community (p.239) - In the Variation, students draw maps of their community showing places that help meet all the needs of its residents.</p> <p>79. Tree Lifecycle (p.341) - In the Variation, students use body movements and make sounds to act out the life of a tree.</p>

Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<p>GLE 0201.8.1 Explore and experience various literary genres.</p>	<p>18. Tale of The Sun (p.86) - Students analyze a story told by the Muskogee (Creek) Indians of present-day Oklahoma. Later, students read and discuss stories told in other cultures from around the world.</p> <p>22. Trees as Habitats (p.102) - As an Enrichment, students act out the book <i>Good-Night Owl</i>.</p> <p>36. Pollution Search (p.153) - In Part B, students listen to and discuss the book <i>The Cat in the Hat Comes Back</i>.</p> <p>89. Trees For Many Reasons (p.387) - Students listen to and discuss <i>The Lorax</i> by Dr. Seuss.</p>
<p>GLE 0201.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>GLE 0201.8.3 Develop reading fluency and accuracy.</p> <p>GLE 0201.8.4 Identify basic literary elements.</p>	

PLT Correlations: LANGUAGE ARTS GRADE 3

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
<p>GLE 0301.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</p> <p>GLE 0301.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0301.1.3 Demonstrate knowledge of Standard English sentence structure.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
<p>GLE 0301.2.1 Continue to develop basic listening skills necessary for communication.</p>	<p>8. The Forest of S.T. Shrew (p.40) - Students listen to a story read aloud.</p> <p>13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.</p> <p>49. Tropical Treehouse (p.207) - In the Part A Variation, students follow directions and motions of the teacher to create a “symphony” of rainforest sounds.</p> <p>76. Tree Cookies (p.327) - As an Assessment Opportunity, students listen to a story and draw a tree cookie to represent the events in the life of the tree. Students research historical events that occurred during the life of a tree, and relate these to the rings on the “tree cookie.”</p>

<p>GLE 0301.2.2 Continue to develop basic speaking skills necessary for communication.</p>	<p>10. Charting Diversity (p.50) - Students draw cards to determine the type of animal they search for and orally report the results of their research.</p>
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Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p>GLE 0301.3.1 Write for a variety of purposes and to a variety of audiences.</p>	<p>5. Poet-Tree (p.31) - Students read, write, and share nature poetry. 7. Habitat Pen Pals (p.37) - Students write letters from the perspective of an organism in a certain habitat, giving clues to their identity. 24. Nature’s Recyclers (p.108) – As an Assessment Opportunity, students write a story about a sow bug supermarket based on their observations in the classroom. 27. Every Tree For Itself (p.117) - As a Variation for Older Students, students create tree cookies and write stories to accompany the results of the simulation rounds. 76. Tree Cookies (p.327) - As an Assessment Opportunity, students listen to a story and draw a tree cookie to represent the events in the life of the tree. Students research historical events that occurred during the life of a tree, and relate these to the rings on the “tree cookie.”</p>
<p>GLE 0301.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.</p> <p>GLE 0301.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.</p>	

Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0301.4.1 Identify and narrow a grade-appropriate research topic.</p>	
<p>GLE 0301.4.2 Gather information from a variety of sources to support a research topic.</p>	<p>10. Charting Diversity (p.50) - Students draw cards to determine the type of animal they search for and orally report the results of their research.</p> <p>12. Invasive Species (p.59): Students work in teams to read about and discuss an invasive species. Then they research an invasive species to determine how these species got to their new locations and what characteristics make them so challenging.</p> <p>45. Web of Life (p. 194) - Students research a forest organism to answer specific questions.</p> <p>49. Tropical Treehouse (p.207) - Students explore the rainforest by researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p> <p>76. Tree Cookies (p.327) - As an Assessment Opportunity, students listen to a story and draw a tree cookie to represent the events in the life of the tree. Students research historical events that occurred during the life of a tree, and relate these to the rings on the “tree cookie.”</p> <p>79. Tree Lifecycle (p.341) - Students research a tree’s role in the ecosystem at each stage of its life.</p>
<p>GLE 0301.4.3 Present research results in a simple written report.</p>	

Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p>GLE 0301.5.1 Develop logic skills to enhance thoughtful reasoning and to facilitate learning.</p>	
<p>GLE 0301.5.2 Use learned logic skills to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p>32. A Forest of Many Uses (p.135) - Students work in teams to brainstorm and share ideas for managing a forest for one of three uses: wildlife, recreation, or products.</p> <p>49. Tropical Treehouse (p.207) - Students explore the rainforest by researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p> <p>55. Planning the Ideal Community (p.239) - Students plan an ideal community that meets all the needs of its residents.</p> <p>69. Forest For The Trees (p.291) - Students role-play managing a Tree Farm.</p> <p>87. Earth Manners (p.378) - Students create their own rules for respecting natural areas using a graphic organizer. The students then read and summarize the story <i>Trapper</i>.</p>
<p>GLE 0301.5.3 Apply learned logic skills to selections read, as well as to classroom situations.</p>	

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p>GLE 0301.6.1 Apply appropriate reading strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies).</p>	<p>13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.</p>

	<p>34. Who Works in This Forest? (p.144) - Students read descriptions of forest-related jobs and evaluate their importance.</p> <p>80. Nothing Succeeds Like Succession (p.345) - Students read a story about succession. They use digital cameras and presentation software to collect and report data.</p>
<p>GLE 0301.6.2 Recognize the different features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>	

Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p>GLE 0301.7.1 Recognize that media can provide sources of information and entertainment.</p>	
<p>GLE 0301.7.2 Use media to publish and present information.</p>	<p>45. Web of Life (p. 194) - Students create a graphic model of the web of life.</p> <p>80. Nothing Succeeds Like Succession (p.345) - Students read a story about succession. They use digital cameras and presentation software to collect and report data.</p> <p>88. Life On The Edge (p.382) - Students create “public relations campaigns” on behalf of these species.</p>

Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<p>GLE 0301.8.1 Use active comprehension strategies before, during, and after reading.</p>	
<p>GLE 0301.8.2 Experience various literary genres.</p>	<p>4 Sounds Around (p. 26) - In Part D, students read or listen to and discuss a Greek myth.</p>

	<p>18. Tale of The Sun (p.86) - Students analyze a story told by the Muskogee (Creek) Indians of present-day Oklahoma. Later, students read and discuss stories told in other cultures from around the world.</p> <p>22. Trees as Habitats (p.102) - As an Enrichment, students read and act out the book Good-Night Owl.</p>
<p>GLE 0301.8.3 Learn basic characteristics of literary genres.</p> <p>GLE 0301.8.4 Explore basic literary terms (e.g., setting, point of view, simile, metaphor, rhythm).</p>	

PLT Correlations: LANGUAGE ARTS GRADE 4 (revised 5/2010)

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
<p>GLE 0401.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</p> <p>GLE 0401.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0401.1.3 Demonstrate knowledge of Standard English sentence structure.</p>	<p>7. Habitat Pen Pals, (p.37) - Students write letters from the perspective of an organism in a certain habitat, giving clues to their identity.</p>

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
<p>GLE 0401.2.1 Continue to develop oral language skills necessary for communication.</p>	<p>13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.</p> <p>39. Energy Sleuths (p.167) - In Part B, students use the provided Energy Primer to research and prepare oral reports on energy sources. In Part C, they research the energy sources that fuel their energy activities.</p>
<p>GLE 0401.2.2 Continue to develop listening skills necessary for communication.</p>	

Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p>GLE 0401.3.1 Write for a variety of purposes and to a variety of audiences.</p>	<p>5. Poet-Tree (p.31) - Students read, write, and share nature poetry.</p> <p>7. Habitat Pen Pals (p.37) - Students write letters from the perspective of an organism in a certain habitat, giving clues to their identity.</p> <p>24. Nature’s Recyclers (p.108) – As an Assessment Opportunity, students write a story about a sow bug supermarket based on their observations in the classroom.</p> <p>27. Every Tree For Itself (p.117) - As a Variation for Older Students, students create tree cookies and write stories to accompany the results of the simulation rounds.</p> <p>44. Water Wonders (p.188) - Students complete a graphic organizer and write a brief story about the water cycle from a water molecule’s point of view.</p> <p>58. There Ought to be a Law (p.249) - Students examine why and how groups develop rules, find out how local laws are made, and then create a poster presentation on the process for passing a law they propose.</p> <p>87. Earth Manners (p.378) - Students create their own rules for respecting natural areas using a graphic organizer. The students then read and summarize the story <i>Trapper</i>.</p>
<p>GLE 0401.3.2 Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content).</p> <p>GLE 0401.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, and publishing.</p>	

Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0401.4.1 Conduct research to access and present information.</p>	<p>12. Invasive Species (p.59): Students work in teams to read about and discuss an invasive species. Then they research an invasive species to determine how these species got to their new locations and what characteristics make them so challenging.</p> <p>39. Energy Sleuths (p.167) - In Part B, students use the provided Energy Primer to research and prepare oral reports on energy sources. In Part C, they research the energy sources that fuel their energy activities.</p> <p>45. Web of Life (p. 194) - Students research a forest organism to answer specific questions.</p> <p>58. There Ought to be a Law (p.249) - Students examine why and how groups develop rules, find out how local laws are made, and then create a poster presentation on the process for passing a law they propose.</p> <p>82. Resource-Go-Round (p.355) - Students research a specific product to find out the sources of its various components.</p> <p>85. In the Driver’s Seat (p.370) - Students research fuel conservation and energy efficiency of different vehicles.</p>
<p>GLE 0401.4.2 Collect, organize, and determine the reliability of researched information.</p> <p>GLE 0401.4.3 Present research results in a written report.</p>	

Content Standard 5: LOGIC	
Learning Expectations	PLT Correlations
<p>GLE 0401.5.1 Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.</p>	
<p>GLE 0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p>75. Tipi Talk (p.320) - Students use information on tipi construction to make inferences about the lives of the people who lived in them.</p> <p>95. Did You Notice? (p.414) - Students create a timeline as a graphic organizer.</p>

<p>GLE 0401.5.3 Apply logic skills to classroom situations and to selections read.</p>	<p>14. Renewable Or Not? (p.69) - In Part A, students read a set of “clues” and create definitions for renewable and nonrenewable resources. In Part B, students participate in demonstrations and discuss their insights into how resources can be managed in sustainable ways.</p> <p>90. Native Ways (p.389) - Students read three different statements attributed to Chief Seattle and Chief Luther Standing Bear, and compare and contrast the attitudes these statements reflect about natural resources.</p>
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Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p>GLE 0401.6.1 Apply skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies).</p> <p>GLE 0401.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>	<p>13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.</p> <p>39. Energy Sleuths (p.167) - In Part B, students use the provided Energy Primer to research and prepare oral reports on energy sources. In Part C, they research the energy sources that fuel their energy activities.</p> <p>80. Nothing Succeeds Like Succession (p.345) - Students read a story about succession. They use digital cameras and presentation software to collect and report data.</p>

Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p>GLE 0401.7.1 Recognize that media can be a source of information and entertainment.</p>	
<p>GLE 0401.7.2 Use media to publish and present information.</p>	<p>45. Web of Life (p. 194) - Students create a graphic model of the web of life.</p> <p>58. There Ought to be a Law (p.249) - Students examine why and how groups develop rules, find out how local laws are made, and then create a poster presentation on the process for passing a law they propose.</p> <p>80. Nothing Succeeds Like Succession (p.345) - Students read a story about succession. They use digital cameras and presentation software to collect and report data.</p> <p>93. Paper Civilizations (p.407) - Students create a mural about the history of papermaking and discover how it has changed over time.</p>

Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<p>GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.</p>	<p>5. Poet-Tree (p.31) - Students read, write, and share nature poetry.</p>
<p>GLE 0401.8.2 Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.</p>	<p>18. Tale of The Sun (p.86) - Students analyze a story told by the Muskogee (Creek) Indians of present-day Oklahoma. Later, students read and discuss stories told in other cultures from around the world.</p> <p>22. Trees as Habitats (p.102) - As an Enrichment, students read and act out the book Good-Night Owl.</p> <p>89. Trees for Many Reasons (p.387) - Students read fables such as <i>The Lorax</i> by Dr. Seuss or <i>The Man Who Planted Trees</i> by Jean Giono.</p>

	<p>90. Native Ways (p.389) - Students read three different statements attributed to Chief Seattle and Chief Luther Standing Bear, and compare and contrast the attitudes these statements reflect about natural resources.</p> <p>91. In The Good Old Days (p.396) - Students express their own views about forests, and then read excerpts from the writings of different authors who have influenced people's thinking about the environment.</p> <p>92. A Look At Lifestyles (p.401) - In Part B, students read (or listen to) and discuss a Lakota legend. In Part C, students discuss pioneer attitudes toward the environment.</p>
<p>GLE 0401.8.3 Know and understand the basic characteristics of the genres studied.</p> <p>GLE 0401.8.4 Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).</p>	

PLT Correlations: LANGUAGE ARTS GRADE 5 (revised 5/2010)

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
<p>GLE 0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</p> <p>GLE 0501.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0501.1.3 Demonstrate knowledge of Standard English sentence structure.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
<p>GLE 0501.2.1 Continue to develop critical listening skills necessary for comprehension and task completion.</p>	<p>8. The Forest of S.T. Shrew (p.40) - Students listen to a story read aloud.</p> <p>11. Can It Be Real? (p.54) - In Part A, students listen to descriptions of plants and animals and decide if they are real. In Part B, they are assigned a seemingly unreal plant or animal to research for a visual presentation.</p> <p>42. Sunlight and Shades of Green (p.182) - Students listen to and respond to a passage read aloud that takes them on an imaginary field trip.</p>
<p>GLE 0501.2.2 Continue to develop strategies for expressing thoughts and ideas clearly and effectively.</p> <p>GLE 0501.2.3 Explore the organizational structures of speeches.</p>	

<p>GLE 0501.2.4 Participate in teams for work and discussion.</p>	<p>30. Three Cheers for Trees (p.130) - Using information given in the Background and their own reactions to the importance of local trees, students discuss the benefits of trees in public places.</p> <p>56. We Can Work It Out (p.241) - Students develop a plan to address a land-use issue.</p>
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Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p>GLE 0501.3.1 Write for a variety of purposes and to a variety of audiences.</p>	<p>2. Get in Touch with Trees, (p.20) – In Part B, students write a description about exploring a tree with the sense of touch by using similes, metaphors, and analogies.</p> <p>5. Poet-Tree (p.31) - Students read, write, and share nature poetry.</p> <p>7. Habitat Pen Pals (p.37) - Students write letters from the perspective of an organism in a certain habitat, giving clues to their identity.</p> <p>24. Nature’s Recyclers (p.108) – As an Assessment Opportunity, students write a story about a sow bug supermarket based on their observations in the classroom.</p> <p>26. Dynamic Duos (p.113) - Students match “Classified Ads” to the “critters” that might be likely to respond to them. As an Enrichment, students read given information about various relationships and write classified ads from the point of view of one of the partners.</p>
<p>GLE 0501.3.2 Write in a variety of modes and genres, including narration, literary response, personal expression, description, and imaginative.</p> <p>GLE 0501.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.</p>	

Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0501.4.1 Conduct research to access and present information.</p>	<p>11. Can It Be Real? (p.54) - In Part A, students listen to descriptions of plants and animals and decide if they are real. In Part B, they are assigned a seemingly unreal plant or animal to research for a visual presentation.</p> <p>12. Invasive Species (p.59): Students work in teams to read about and discuss an invasive species. Then they research an invasive species to determine how these species got to their new locations and what characteristics make them so challenging.</p> <p>40. Then and Now (p.174) - By viewing pictures, and interviewing elders, students will understand how we, as people, affect and alter the environment in which we live.</p> <p>45. Web of Life (p. 194) - Students research a forest organism to answer specific questions.</p> <p>86. Our Changing World (p.375) - Students make a graphic organizer connecting natural resources, energy, and human activities. They also research a global issue, thereby gaining an understanding of some of the issues facing us today as a global society.</p>
<p>GLE 0501.4.2 Collect, organize, determine reliability, and use information researched.</p> <p>GLE 0501.4.3 Present the research results in a written report, citing the resources used.</p>	

Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p>GLE 0501.5.1 Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</p>	

GLE 0501.5.2 Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.

GLE 0501.5.3 Explore the concept of persuasive devices.

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations

GLE 0501.6.1 Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies, graphic organizers, questioning text).

GLE 0501.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).

GLE 0501.6.3 Explore the organizational structures of informational texts.

PLT Correlations

16. Pass The Plants, Please (p.77) - As an **Enrichment**, students prepare snacks using recipes included.

17. People of The Forest (p.82) - Students read about and compare and contrast different forest peoples, both past and present.

Content Standard 7: MEDIA

Learning Expectations

GLE 0501.7.1 Recognize that media can provide sources of information and entertainment.

PLT Correlations

<p>GLE 0501.7.2 Use media to publish and present information.</p>	<p>11. Can It Be Real? (p.54) - In Part A, students listen to descriptions of plants and animals and decide if they are real. In Part B, they are assigned a seemingly unreal plant or animal to research for a visual presentation.</p> <p>28. Air Plants (p.120) - As an Assessment Opportunity, students use “clip art” provided to create a concept map on photosynthesis.</p> <p>45. Web of Life (p. 194) - Students create a graphic model of the web of life.</p> <p>60. Publicize It! (p.256) - Students plan and conduct a service learning project, and obtain skills in using media to inform others in the community about their project.</p> <p>88. Life On The Edge (p.382) - Students create “public relations campaigns” on behalf of these species.</p>
<p>GLE 0501.7.3 Understand that the choice of medium influences the message in a presentation.</p>	

Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<p>GLE 0501.8.1 Use previously learned comprehension strategies before, during, and after reading.</p>	
<p>GLE 0501.8.2 Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction.</p> <p>GLE 0501.8.3 Understand the basic characteristics of the genres (e.g., narratives, prose, poetry, drama) studied.</p> <p>GLE 0501.8.4 Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).</p>	<p>89. Trees for Many Reasons (p.387) - Students read fables such as <i>The Lorax</i> by Dr. Seuss or <i>The Man Who Planted Trees</i> by Jean Giono.</p>

PLT Correlations: LANGUAGE ARTS GRADE 6 (revised 5/2010)

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
<p>GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0601.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0601.1.3 Understand and use correctly a variety of sentence structures.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
<p><u>Listening</u></p> <p>GLE 0601.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0601.2.2 Begin to differentiate between summarizing and paraphrasing.</p> <p>GLE 0601.2.3 Begin to distinguish between a summary and a critique.</p> <p>GLE 0601.2.4 Identify the thesis and main points of a speech.</p> <p>GLE 0601.2.5 Identify the organizational structure of a speech.</p>	<p>8. The Forest of S.T. Shrew (p.40) - Students listen to a story read aloud.</p>

<p>Speaking</p> <p>GLE 0601.2.6 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p>GLE 0601.2.7 Deliver effective oral presentations.</p>	<p>30. Three Cheers for Trees (p.130) - Using information given in the Background and their own reactions to the importance of local trees, students discuss the benefits of trees in public places.</p>
<p>GLE 0601.2.8 Participate in work teams and group discussions.</p>	<p>32. A Forest of Many Uses (p.135) - Students work in teams to brainstorm and share ideas for managing a forest for one of three uses: wildlife, recreation, or products.</p> <p>55. Planning the Ideal Community (p.239) - Students plan an ideal community that meets all the needs of its residents.</p>

Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p>GLE 0601.3.1 Write in a variety of modes for a variety of audiences and purposes.</p>	<p>5. Poet-Tree (p.31) - Students read, write, and share nature poetry.</p> <p>7. Habitat Pen Pals (p.37) - Students write letters from the perspective of an organism in a certain habitat, giving clues to their identity.</p> <p>26. Dynamic Duos (p.113) - As an Enrichment, students read given information about various biological relationships and write classified ads from the point of view of one of the partners.</p> <p>27. Every Tree For Itself (p.117) - As a Variation for Older Students, students create tree cookies and write stories to accompany the results of the simulation rounds.</p> <p>76. Tree Cookies (p.327) - As an Assessment Opportunity, students listen to a story and draw a tree cookie to represent the events in the life of the tree. Students research historical events that occurred during the life of a tree, and relate these to the rings on the “tree cookie.”</p> <p>86. Our Changing World (p.375) - Students make a graphic organizer connecting natural resources, energy, and human activities.</p> <p>95. Did You Notice? (p.414) - Students create a timeline as a graphic organizer.</p>

<p>GLE 0601.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0601.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0601.3.4 Refine strategies for editing and revising written work.</p>	
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Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0601.4.1 Define and narrow a problem or research topic.</p>	
<p>GLE 0601.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p>10. Charting Diversity (p.50) - Students draw cards to determine the type of animal they search for and orally report the results of their research.</p> <p>86. Our Changing World (p.375) - Students research a global environmental issue.</p> <p>45. Web of Life (p.194) - Students research a forest organism to answer specific questions.</p> <p>71. Watch On Wetlands (p.303) - In Part B, students research the regulations controlling construction on wetlands and consider a decision-making scenario. In Part C, they read another scenario and role-play a public meeting to decide on a land-use issue.</p> <p>79. Tree Lifecycle (p.341) - Students research a tree's role in the ecosystem at each stage of its life.</p> <p>82. Resource-Go-Round (p.355) - Students research a specific product to find out the sources of its various components.</p>
<p>GLE 0601.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p>GLE 0601.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p>GLE 0601.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p> <p>GLE 0601.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0601.5.3 Explore deductive and inductive reasoning.</p> <p>GLE 0601.5.4 Analyze written and oral communication for persuasive devices.</p>	<p>75. Tipi Talk (p.320) - Students use information on tipi construction to make inferences about the lives of the people who lived in them.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p>GLE 0601.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.</p>	<p>13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.</p> <p>17. People of The Forest (p.82) - By reading about and comparing and contrasting different forest peoples, both past and present, students learn about some of the ways people have depended on forests throughout history.</p> <p>26. Dynamic Duos (p.113) - Students match “Classified Ads” to the “critters” that might be likely to respond to them. As an Enrichment, students read given information about various relationships and write classified ads from the point of view of one of the partners.</p> <p>29. Rain Reasons (p.123) - Students study maps and information on forest types in Puerto Rico to answer questions. As an Assessment Opportunity, they apply this information to draw conclusions about forests of Honduras.</p> <p>34. Who Works in This Forest? (p.144) - Students read descriptions of forest-related jobs and evaluate their importance.</p> <p>80. Nothing Succeeds Like Succession (p.345) - Students read a story about succession.</p>

<p>GLE 0601.6.2 Identify the organizational structures of informational texts.</p>	
<p>GLE 0601.6.3 Read, interpret, and analyze text features that support informational texts.</p>	

Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p>GLE 0601.7.1 Analyze media for their ability to inform, persuade, and entertain.</p> <p>GLE 0601.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p>GLE 0601.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	
<p>GLE 0601.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p>	<p>93. Paper Civilizations (p.407) - Students create a mural about the history of papermaking and discover how it has changed over time.</p>

Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<p>GLE 0601.8.1 Read and comprehend a variety of works from various forms of literature.</p>	<p>18. Tale of The Sun (p.86) - Students analyze a story told by the Muskogee (Creek) Indians of present-day Oklahoma. Later, students locate, read, and discuss stories told in other cultures from around the world.</p> <p>90. The Native Way (p.389) - Students read three different statements attributed to Chief Seattle and Chief Luther Standing Bear, and compare and contrast the attitudes these statements reflect about natural resources.</p> <p>91. In The Good Old Days (p.396) - Students express their own views about forests, and then read excerpts from the writings of different authors who have influenced people’s thinking about the environment.</p> <p>92. A Look At Lifestyles (p.401) - In Part B, students read (or listen to) and discuss a Lakota legend. In Part C, students discuss pioneer attitudes toward the environment.</p>
<p>GLE 0601.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p>	
<p>GLE 0601.8.3 Recognize the conventions of various literary genres.</p> <p>GLE 0601.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p>GLE 0601.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).</p>	

PLT Correlations: LANGUAGE ARTS GRADE 7 (revised 5/2010)

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
<p>GLE 0701.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0701.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0701.1.3 Understand and use correctly a variety of sentence structures.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
<p><u>Listening</u></p> <p>GLE 0701.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0701.2.2 Distinguish among summaries, paraphrases, and critiques.</p> <p>GLE 0701.2.3 Identify the thesis and main points of a speech.</p> <p>GLE 0701.2.4 Analyze the organizational structure of a speech.</p>	<p>19. Viewpoints on The Line (p.89) - Students express their views and listen to those of others.</p> <p>42. Sunlight and Shades of Green (p.182) - Students listen to and respond to a passage read aloud that takes them on an imaginary field trip.</p>

<p>Speaking</p> <p>GLE 0701.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p>	<p>19. Viewpoints on The Line (p.89) - Students express their views and listen to those of others.</p>
<p>GLE 0701.2.6 Deliver effective oral presentations.</p>	<p>39. Energy Sleuths (p.167) - In Part B, students use the provided Energy Primer to research and prepare oral reports on energy sources. In Part C, they research the energy sources that fuel their energy activities.</p>
<p>GLE 0701.2.7 Participate in work teams and group discussions.</p>	<p>32. A Forest of Many Uses (p.135) - Students work in teams to brainstorm and share ideas for managing a forest for one of three uses: wildlife, recreation, or products.</p> <p>33. Forest Consequences (p.138) - Students read a Land-Use Scenario and choose among three land-use proposals.</p> <p>55. Planning the Ideal Community (p.239) - Students plan an ideal community that meets all the needs of its residents.</p> <p>56. We Can Work It Out (p.241) - Students develop a plan to address a land-use issue.</p> <p>69. Forest For The Trees (p.291) - Students role-play managing a Tree Farm.</p>

<h2>Content Standard 3: WRITING</h2>	
<p>Learning Expectations</p>	<p>PLT Correlations</p>
<p>GLE 0701.3.1 Write in a variety of modes for a variety of audiences and purposes.</p>	<p>5. Poet-Tree (p.31) - Students read, write, and share nature poetry.</p> <p>28. Air Plants (p.120) - As an Assessment Opportunity, students use “clip art” provided to create a concept map on photosynthesis.</p> <p>50. 400-Acre Wood (p.217) - Students read a scenario and create a land-use plan.</p> <p>72. Air We Breathe (p.309) - Students read and discuss information on radon and other air pollutants. They create a air-quality hazards checklist and use it to inspect their school and homes. As an Enrichment, they use a Home Radon Exposure Survey to survey their community.</p> <p>86. Our Changing World (p.375) - Students make a graphic organizer connecting natural resources, energy, and human activities.</p>

	95. Did You Notice? (p.414) - Students create a timeline as a graphic organizer.
<p>GLE 0701.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0701.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0701.3.4 Refine strategies for editing and revising written work.</p>	

Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0701.4.1 Define and narrow a problem or research topic.</p>	
<p>GLE 0701.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p>16. Pass The Plants, Please (p.77) - As an Enrichment, students prepare snacks using recipes included.</p> <p>86. Our Changing World (p.375) - Students research a global environmental issue.</p> <p>39. Energy Sleuths (p.167) - In Part B, students use the provided Energy Primer to research and prepare oral reports on energy sources. In Part C, they research the energy sources that fuel their energy activities.</p> <p>40. Then and Now (p.174) - By viewing pictures, and interviewing elders, students will understand how we, as people, affect and alter the environment in which we live.</p> <p>59. Power Of Print (p.253) - Students examine articles from different sections of the newspaper, comparing and contrasting the different types of words and styles they employ. Then students research opposing sides of a local environmental issue, and write both news articles and opinion pieces on the issue.</p> <p>27. Every Tree For Itself (p.117) - As a Variation for Older Students, students create tree cookies and write stories to accompany the results of the simulation rounds.</p>

	<p>76. Tree Cookies (p.327) - As an Assessment Opportunity, students listen to a story and draw a tree cookie to represent the events in the life of the tree. Students research historical events that occurred during the life of a tree, and relate these to the rings on the “tree cookie.”</p> <p>82. Resource-Go-Round (p.355) - Students research a specific product to find out the sources of its various components.</p> <p>72. Air We Breathe (p.309) - Students read and discuss information on radon and other air pollutants. They create a air-quality hazards checklist and use it to inspect their school and homes. As an Enrichment, they use a Home Radon Exposure Survey to survey their community.</p> <p>85. In the Driver’s Seat, p.370 - Students research fuel conservation and energy efficiency of different vehicles.</p>
<p>GLE 0701.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p>GLE 0701.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC	
Learning Expectations	PLT Correlations
<p>GLE 0701.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p>14. Renewable Or Not? (p.69) - In Part A, students read a set of “clues” and create definitions for renewable and nonrenewable resources. In Part B, students participate in demonstrations and discuss their insights into how resources can be managed in sustainable ways.</p> <p>75. Tipi Talk (p.320) - Students use information on tipi construction to make inferences about the lives of the people who lived in them.</p>
<p>GLE 0701.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p>	

<p>GLE 0701.5.3 Demonstrate an understanding of deductive and inductive reasoning.</p> <p>GLE 0701.5.4 Analyze written and oral communication for persuasive devices.</p> <p>GLE 0701.5.5 Explore the concept of premises, including false premises.</p> <p>GLE 0701.5.6 Explore the concept of logical fallacies.</p>	
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Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p>GLE 0701.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.</p>	<p>17. People of The Forest (p.82) - By reading about and comparing and contrasting different forest peoples, both past and present, students learn about some of the ways people have depended on forests throughout history.</p> <p>33. Forest Consequences (p.138) - Students read a Land-Use Scenario and choose among three land-use proposals.</p> <p>72. Air We Breathe (p.309) - Students read and discuss information on radon and other air pollutants. They create a air-quality hazards checklist and use it to inspect their school and homes. As an Enrichment, they use a Home Radon Exposure Survey to survey their community.</p>
<p>GLE 0701.6.2 Analyze the organizational structures of informational texts.</p> <p>GLE 0701.6.3 Read, interpret, and analyze text features that support informational texts.</p>	

Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p>GLE 0701.7.1 Analyze media for their ability to inform, persuade, and entertain.</p> <p>GLE 0701.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p>GLE 0701.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	
<p>GLE 0701.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p>	<p>93. Paper Civilizations (p.407) - Students create a mural about the history of papermaking and discover how it has changed over time.</p> <p>60. Publicize It! (p.256) - Students plan and conduct a service learning project, and obtain skills in using media to inform others in the community about their project.</p>

Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<p>GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature.</p>	<p>4. Sounds Around (p.26) - In Part D, students read or listen to and discuss a Greek myth.</p> <p>89. Trees For Many Reasons (p.387) - Students read fables such as <i>The Lorax</i> by Dr. Seuss or <i>The Man Who Planted Trees</i> by Jean Giono.</p> <p>90. The Native Way (p.389) - Students read three different statements attributed to Chief Seattle and Chief Luther Standing Bear, and compare and contrast the attitudes these statements reflect about natural resources.</p> <p>91. In The Good Old Days (p.396) - Students express their own views about forests, and then read excerpts from the writings of different authors who have influenced people's thinking about the environment.</p> <p>92. A Look At Lifestyles (p.401) - In Part B, students read (or listen to) and discuss a Lakota legend. In Part C, students discuss pioneer attitudes toward the environment.</p>

GLE 0701.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).

GLE 0701.8.3 Recognize the conventions of various literary genres.

GLE 0701.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.

GLE 0701.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).

PLT Correlations: LANGUAGE ARTS GRADE 8

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
<p>GLE 0801.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0801.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0801.1.3 Understand and use correctly a variety of sentence structures.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
<p><u>Listening</u></p> <p>GLE 0801.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0801.2.2 Distinguish among summaries, paraphrases, and critiques.</p> <p>GLE 0801.2.3 Identify the thesis and main points of a speech.</p> <p>GLE 0801.2.4 Analyze the structure of a speech.</p>	

<p>Speaking</p> <p>GLE 0801.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p>GLE 0801.2.6 Deliver effective oral presentations.</p>	
<p>GLE 0801.2.7 Participate in work teams and group discussions.</p>	<p>32. A Forest of Many Uses (p.135) - Students work in teams to brainstorm and share ideas for managing a forest for one of three uses: wildlife, recreation, or products.</p> <p>55. Planning the Ideal Community (p.239) - Students plan an ideal community that meets all the needs of its residents.</p>

Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p>GLE 0801.3.1 Write in a variety of modes for a variety of audiences and purposes.</p>	<p>5. Poet-Tree (p.31) - Students read, write, and share nature poetry.</p> <p>26. Dynamic Duos (p.113) - As an Enrichment, students read given information about various biological relationships and write classified ads from the point of view of one of the partners.</p> <p>50. 400-Acre Wood (p.217) - Students read a scenario and create a land-use plan.</p> <p>86. Our Changing World (p.375) - Students make a graphic organizer connecting natural resources, energy, and human activities.</p> <p>95. Did You Notice? (p.414) - Students create a timeline as a graphic organizer.</p>
<p>GLE 0801.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0801.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0801.3.4 Refine strategies for editing and revising written work.</p>	

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Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0801.4.1 Define and narrow a problem or research topic.</p>	
<p>GLE 0801.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p>10. Charting Diversity (p.50) - Students draw cards to determine the type of animal they search for and orally report the results of their research.</p> <p>11. Can It Be Real? (p.54) - In Part A, students listen to descriptions of plants and animals and decide if they are real. In Part B, they are assigned a seemingly unreal plant or animal to research for a visual presentation.</p> <p>12. Invasive Species (p.59) - Students work in teams to read about and discuss an invasive species. Then they research an invasive species to determine how these species got to their new locations and what characteristics make them so challenging.</p> <p>86. Our Changing World (p.375) - Students research a global environmental issue.</p> <p>49. Tropical Treehouse (p.207) - Students will explore the rainforest in different ways: researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p> <p>82. Resource-Go-Round (p.355) - Students research a specific product to find out the sources of its various components</p>
<p>GLE 0801.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p>GLE 0801.4.4 Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p>GLE 0801.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p>75. Tipi Talk (p.320) - Students use information on tipi construction to make inferences about the lives of the people who lived in them.</p>
<p>GLE 0801.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0801.5.3 Distinguish between inductive and deductive reasoning.</p> <p>GLE 0801.5.4 Analyze written and oral communication for persuasive devices.</p> <p>GLE 0801.5.5 Identify and analyze premises, including false premises.</p> <p>GLE 0801.5.6 Continue to explore logical fallacies.</p>	

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p>GLE 0801.6.1 Comprehend and summarize the main ideas and supporting details of informational texts</p> <p>GLE 0801.6.2 Analyze the organizational structures of informational texts.</p> <p>GLE 0801.6.3 Read, interpret, and analyze text features that support informational texts.</p>	<p>17. People of The Forest (p.82) - By reading about and comparing and contrasting different forest peoples, both past and present, students learn about some of the ways people have depended on forests throughout history.</p> <p>26. Dynamic Duos (p.113) - Students match “Classified Ads” to the “critters” that might be likely to respond to them. As an Enrichment, students read given information about various relationships and write classified ads from the point of view of one of the partners.</p>

Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p>GLE 0801.7.1 Analyze media for their ability to inform, persuade, and entertain.</p> <p>GLE 0801.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p>GLE 0801.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	
<p>GLE 0801.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p>	<p>88. Life On The Edge (p.382) - Students create “public relations campaigns” on behalf of endangered species.</p> <p>93. Paper Civilizations (p.407) - Students create a mural about the history of papermaking and discover how it has changed over time.</p>

Content Standard 8: LITERATURE

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GLE 0801.8.3 Recognize the conventions of various literary genres.

GLE 0801.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.

GLE 0801.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).