

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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<h2 style="text-align: center;">Content Standard 3: WRITING</h2>	
<p>Learning Expectations</p>	<p>PLT Correlations</p>
<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.

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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.

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<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>