

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

<b>Content Standard 1: LANGUAGE</b>	
<b>Learning Expectations</b>	<b>PLT Correlations</b>
<b>GLE 0001.1.1</b> Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.	
<b>GLE 0001.1.2</b> Employ a variety of strategies to decode words and expand vocabulary.	<b>13. We All Need Trees (p.65)</b> - 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.
<b>GLE 0001.1.3</b> Develop and maintain phonological awareness.	
<b>GLE 0001.1.4</b> Begin to explore the alphabetic principle.	<b>54. I'd Like To Visit a Place Where ... (p.236)</b> - In Part A, students create an ABC list of things found in parks.

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

## Content Standard 3: WRITING

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

## Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p><b>GLE 0001.4.1</b> Define and narrow a research question appropriate to grade level and ability.</p>	
<p><b>GLE 0001.4.2</b> Select a source necessary to answer a research question.</p>	<p><b>49. Tropical Treehouse (p.207)</b> - 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><b>GLE 0001.4.3</b> Deliver an oral report on a research question.</p> <p><b>GLE 0801.4.4</b> 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><b>GLE 0001.5.1</b> Develop an understanding of sequential events.</p>	<p><b>31. Plant a Tree (p.132)</b> - Students express their appreciation of trees by planning and carrying out their own tree-planting project, following the included <b>Tree-Planting Instructions</b>.</p> <p><b>95. Did You Notice? (p.414)</b> - Students create a timeline as a graphic organizer.</p>
<p><b>GLE 0001.5.2</b> Recognize the relationship of actions and consequences.</p>	<p><b>87. Earth Manners (p.378)</b> - Students develop a set of guidelines for exploring and enjoying nature.</p>

## Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p><b>GLE 0001.6.1</b> Comprehend the main idea of informational texts.</p> <p><b>GLE 0001.6.2</b> Recognize that illustrations support information in the texts.</p>	<p><b>13. We All Need Trees (p.65)</b> - 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><b>GLE 0001.7.1</b> Explore a variety of media.</p>	<p><b>79. Tree Lifecycle (p.341)</b> - 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><b>GLE 0001.8.1</b> Explore and experience various literary genres.</p> <p><b>GLE 0001.8.2</b> Employ a variety of basic reading comprehension strategies.</p> <p><b>GLE 0001.8.3</b> Develop reading fluency and accuracy.</p> <p><b>GLE 0001.8.4</b> Identify basic literary elements.</p>	<p><b>18. Tale of The Sun (p.86)</b> - 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><b>22. Trees as Habitats (p.102)</b> - As an <b>Enrichment</b>, students act out the book Good-Night Owl.</p>