

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>	