

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>	
<h3>Learning Expectations</h3>	<h3>PLT Correlations</h3>
<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).