

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>	