

Correlation of

**Project Learning Tree
Environmental Education
Pre K-8 Activity Guide**

to

**California
English-Language Arts
Content Standards**

Introduction

The purpose of this document is to provide California educators who use Project Learning Tree materials with an easy reference guide as to how PLT's activities correlate to the California English-Language Arts Content Standards for grades K through 8. As part of the national movement to reform education, the California State Board of Education has adopted criteria to measure the skills, knowledge and ability that all students should be able to master in language arts.

Project Learning Tree is an interdisciplinary environmental education program. PLT activities supplement curriculum and can be used to organize instructional units in a variety of subjects. As this correlation will demonstrate, educators can use PLT activities to teach or assess mastery of language arts skills in reading, writing, listening and speaking. It is the goal of this document to help teachers provide students with lessons that reinforce critical and creative thinking while also covering the required English-language arts content standards.

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A copy of the English-Language Arts Content Standards for Grades K-12 can be obtained at:
<http://www.cde.ca.gov/board/board.html>

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KINDERGARTEN

READING

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use pictures and context to make predictions about story content.

Project Learning Tree Activity Guide

Earth Manners (87)

2.5 Ask and answer questions about essential elements of a text.

Project Learning Tree Activity Guide

Earth Manners (87)

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Distinguish fantasy from realistic text.

Project Learning Tree Activity Guide

Sounds Around (4)

Tale of the Sun (18)

Pollution Search (36)

3.3 Identify characters, settings, and important events.

Project Learning Tree Activity Guide

Tale of the Sun (18)

Earth Manners (87)

WRITING

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

Project Learning Tree Activity Guide

Adopt a Tree (21)

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Sentence Structure

1.1 Recognize and use complete, coherent sentences when speaking.

Project Learning Tree Activity Guide

Picture This! (6)

LISTENING AND SPEAKING

1.0. Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1 Understand and follow one- and two-step oral directions.

Project Learning Tree Activity Guide

The Shape of Things (1)

Get in Touch with Trees (2)

Sounds Around (4)

Picture This! (6)

1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

Sounds Around (4)

Picture This! (6)

Tale of the Sun (18)

Adopt a Tree (21)

GRADE ONE

READING

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Respond to *who, what, when, where, and how* questions.

Project Learning Tree Activity Guide

Pollution Search (36)

Earth Manners (87)

2.7 Retell the central ideas of simple expository or narrative passages.

Project Learning Tree Activity Guide

Earth Manners (87)

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Project Learning Tree Activity Guide

Tale of the Sun (18)

3.3 Recollect, talk, and write about books read during the school year.

Project Learning Tree Activity Guide

Pollution Search (36)

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Select a focus when writing.

Project Learning Tree Activity Guide

Adopt a Tree (21)

1.2 Use descriptive words when writing.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

Adopt a Tree (21)

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Project Learning Tree Activity Guide

I'd Like to Visit a Place Where... (54)

Trees in Trouble (77)

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Write and speak in complete, coherent sentences.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

Picture This! (6)

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Listen attentively.

Project Learning Tree Activity Guide

Sounds Around (4)
The Forest of S.T. Shrew (8)
Tale of the Sun (18)
Adopt a Tree (21)
Tree Cookies (76)

1.2 Ask questions for clarification and understanding.

Project Learning Tree Activity Guide

Tree Cookies (76)

Organization and Delivery of Oral Communication

1.4 Stay on the topic when speaking.

Project Learning Tree Activity Guide

Nature's Recyclers (24)

1.5 Use descriptive words when speaking about people, places, things, and events.

Project Learning Tree Activity Guide

Picture This! (6)
Adopt a Tree (21)
Nature's Recyclers (24)

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

2.3 Relate an important life event or personal experience in a simple sequence.

Project Learning Tree Activity Guide

Tree Cookies (76)

2.4 Provide descriptions with careful attention to sensory detail.

Project Learning Tree Activity Guide

Nature's Recyclers (24)

GRADE TWO

READING

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 State the purpose in reading (i.e., tell what information is sought).

Project Learning Tree Activity Guide

Tale of the Sun (18)

2.5 Restate facts and details in the text to clarify and organize ideas.

Project Learning Tree Activity Guide

Tale of the Sun (18)

Trees for Many Reasons (89)

2.6 Recognize cause-and-effect relationships in a text.

Project Learning Tree Activity Guide

Tale of the Sun (18)

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.

Project Learning Tree Activity Guide

Tale of the Sun (18)

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Penmanship

1.2 Create readable documents with legible handwriting.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

Evaluation and Revision

1.4 Revise original drafts to improve sequence and provide more descriptive detail.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

2.1 Write brief narratives based on their experiences.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

Tale of the Sun (18)

I'd Like to Visit a Place Where... (54)

Trees in Trouble (77)

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

Project Learning Tree Activity Guide

Sounds Around (4)

The Forest of S.T. Shrew (8)

Earth Manners (87)

Grade Two

- 1.2 Ask for clarification and explanation of stories and ideas.

Project Learning Tree Activity Guide

Tree Cookies (76)

- 1.3 Paraphrase information that has been shared orally by others.

Project Learning Tree Activity Guide

Pollution Search (36)

Tree Cookies (76)

Earth Manners (87)

Organization and Delivery of Oral Communication

- 1.5 Organize presentations to maintain a clear focus.

Project Learning Tree Activity Guide

Nature's Recyclers (24)

- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

Project Learning Tree Activity Guide

Adopt a Tree (21)

Nature's Recyclers (24)

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Recount experiences or present stories.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

- 2.2 Report on a topic with facts and details, drawing from several sources of information.

Project Learning Tree Activity Guide

Nature's Recyclers (24)

GRADE THREE

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

- 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Project Learning Tree Activity Guide

Tree Cookies (76)

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

Project Learning Tree Activity Guide

Tropical Treehouse (49)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Demonstrate comprehension by identifying answers in the text.

Project Learning Tree Activity Guide

Habitat Pen Pals (7)

- 2.5 Distinguish the main idea and supporting details in expository text.

Project Learning Tree Activity Guide

Nothing Succeeds Like Succession (80)

- 2.6 Extract appropriate and significant information from the text, including problems and solutions.

Project Learning Tree Activity Guide

Tropical Treehouse (49)
Tree Lifecycle (79)
Nothing Succeeds Like Succession (80)
Did You Notice? (95)

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

Project Learning Tree Activity Guide

Poet-Tree (5)

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

Project Learning Tree Activity Guide

Tale of the Sun (18)
Signs of Fall (78)
Trees for Many Reasons (89)

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Project Learning Tree Activity Guide

Earth Manners (87)

3.4 Determine the underlying theme or author's message in fiction and nonfiction text.

Project Learning Tree Activity Guide

Tale of the Sun (18)
Earth Manners (87)
Trees for Many Reasons (89)

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Create a single paragraph.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

Habitat Pen Pals (7)

Adopt a Tree (21)

Nature's Recyclers (24)

I'd Like to Visit a Place Where... (54)

Trees in Trouble (77)

Signs of Fall (78)

Penmanship

1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

Research and Technology

1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Project Learning Tree Activity Guide

There Ought to be a Law (58)

Did You Notice? (95)

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write narratives.

Project Learning Tree Activity Guide

Tale of the Sun (18)

Nature's Recyclers (24)

Signs of Fall (78)

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Project Learning Tree Activity Guide

Adopt a Tree (21)

Tropical Treehouse (49)

I'd Like to Visit a Place Where... (54)

Trees in Trouble (77)

Tree Lifecycle (79)

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Grammar

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

Project Learning Tree Activity Guide

Poet-Tree (5)

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Retell, paraphrase, and explain what has been said by a speaker.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

Tree Cookies (76)

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

Project Learning Tree Activity Guide

Picture This! (6)

Tree Cookies (76)

Signs of Fall (78)

1.3 Respond to questions with appropriate elaboration.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

Earth Manners (87)

Organization and Delivery of Oral Communication

1.5 Organize ideas chronologically or around major points of information.

Project Learning Tree Activity Guide

Nature's Recyclers (24)

Tree Cookies (76)

1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

Project Learning Tree Activity Guide

Nature's Recyclers (24)

- 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

Project Learning Tree Activity Guide

Poet-Tree (5)

Analysis and Evaluation of Oral and Media Communications

- 1.10 Compare ideas and points of view expressed in broadcast and print media.

Project Learning Tree Activity Guide

Power of Print (59)

- 1.11 Distinguish between the speaker's opinions and verifiable facts.

Project Learning Tree Activity Guide

Power of Print (59)

GRADE FOUR

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Vocabulary and Concept Development

1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

Project Learning Tree Activity Guide

Renewable or Not? (14)

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Project Learning Tree Activity Guide

Paper Civilizations (93)

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

Project Learning Tree Activity Guide

Habitat Pen Pals (7)

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

Project Learning Tree Activity Guide

Habitat Pen Pals (7)

- 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

Project Learning Tree Activity Guide

Tale of the Sun (18)

- 2.5 Compare and contrast information on the same topic after reading several passages or articles.

Project Learning Tree Activity Guide

Tropical Treehouse (49)

Tree Lifecycle (79)

In the Native Way (90)

In the Good Old Days (91)

Did You Notice? (95)

- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

Project Learning Tree Activity Guide

Tale of the Sun (18)

Power of Print (59)

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

Project Learning Tree Activity Guide

Signs of Fall (78)

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

Tale of the Sun (18)

Nothing Succeeds Like Succession (80)

- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Project Learning Tree Activity Guide

Tale of the Sun (18)

Trees for Many Reasons (89)

WRITING

1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

Project Learning Tree Activity Guide

Habitat Pen Pals (7)

Water Wonders (44)

Web of Life (45)

Tree Lifecycle (79)

- 1.2 Create multiple-paragraph compositions.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

Planet of Plenty (9)

Nature's Recyclers (24)

Web of Life (45)

On the Move (53)

Trees in Trouble (77)

Tree Lifecycle (79)

- 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

Project Learning Tree Activity Guide

Water Wonders (44)

Research and Technology

- 1.5 Quote or paraphrase information sources, citing them appropriately.

Project Learning Tree Activity Guide

In the Good Old Days (91)

- 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

Project Learning Tree Activity Guide

Can It Be Real? (11)

Web of Life (45)

Did You Notice? (95)

- 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

Project Learning Tree Activity Guide

Can It Be Real? (11)
 Web of Life (45)
 There Ought to be a Law (58)
 Did You Notice? (95)

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

- 2.1 Write narratives.

Project Learning Tree Activity Guide

Sounds Around (4)
 Poet-Tree (5)
 Habitat Pen Pals (7)
 The Forest of S.T. Shrew (8)
 Tale of the Sun (18)
 Nature's Recyclers (24)
 Water Wonders (44)
 On the Move (53)
 Trees in Trouble (77)

- 2.3 Write information reports.

Project Learning Tree Activity Guide

Web of Life (45)
 Tropical Treehouse (49)
 Trees in Trouble (77)

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

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Planet of Plenty (9)
 Adopt a Tree (21)
 Then and Now (40)

Grade Four

- 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

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Planet of Plenty (9)
Tree Cookies (76)

- 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.

Project Learning Tree Activity Guide

Signs of Fall (78)

Organization and Delivery of Oral Communication

- 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

Project Learning Tree Activity Guide

Planet of Plenty (9)
Nature's Recyclers (24)
In the Good Old Days (91)

- 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).

Project Learning Tree Activity Guide

Nature's Recyclers (24)
In the Good Old Days (91)

- 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

Project Learning Tree Activity Guide

Planet of Plenty (9)
Nature's Recyclers (24)

- 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

Project Learning Tree Activity Guide

Planet of Plenty (9)

Analysis and Evaluation of Oral Media Communication

- 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

Project Learning Tree Activity Guide

Power of Print (59)
Life on the Edge (88)

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

2.1 Make narrative presentations.

Project Learning Tree Activity Guide

Planet of Plenty (9)

2.2 Make informational presentations.

Project Learning Tree Activity Guide

Can It Be Real? (11)

On the Move (53)

In the Good Old Days (91)

2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

Project Learning Tree Activity Guide

Poet-Tree (5)

GRADE FIVE

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Project Learning Tree Activity Guide

Trees for Many Reasons (89)

Vocabulary and Concept Development

1.2 Use word origins to determine the meaning of unknown words.

Project Learning Tree Activity Guide

Renewable or Not? (14)

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Project Learning Tree Activity Guide

Tropical Treehouse (49)

Tree Cookies (76)

Did You Notice? (95)

2.2 Analyze text that is organized in sequential or chronological order.

Project Learning Tree Activity Guide

Nothing Succeeds Like Succession (80)

Paper Civilizations (93)

Did You Notice? (95)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Project Learning Tree Activity Guide

Habitat Pen Pals (7)
 The Forest of S.T. Shrew (8)
 Renewable or Not? (14)
 People of the Forest (17)
 Tale of the Sun (18)
 Dynamic Duos (26)
 Tropical Treehouse (49)
 We Can Work It Out (56)
 Nothing Succeeds Like Succession (80)
 In the Native Way (90)
 A Look at Lifestyles (92)
 Paper Civilizations (93)

- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Project Learning Tree Activity Guide

People of the Forest (17)
 Tale of the Sun (18)
 Tropical Treehouse (49)
 A Look at Lifestyles (92)
 Did You Notice? (95)

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Project Learning Tree Activity Guide

Poet-Tree (5)

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

Project Learning Tree Activity Guide

Trees for Many Reasons (89)

- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

Project Learning Tree Activity Guide

Tale of the Sun (18)

Trees for Many Reasons (89)

- 3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.

Project Learning Tree Activity Guide

Tale of the Sun (18)

Trees for Many Reasons (89)

A Look at Lifestyles (92)

Literary Criticism

- 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

Project Learning Tree Activity Guide

Tale of the Sun (18)

Signs of Fall (78)

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create multiple-paragraph narrative compositions.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

People of the Forest (17)

Tale of the Sun (18)

Nature's Recyclers (24)

Water Wonders (44)

On the Move (53)

Signs of Fall (78)

- 1.2 Create multiple-paragraph expository compositions.

Project Learning Tree Activity Guide

Planet of Plenty (9)
Adopt a Tree (21)
Web of Life (45)
Trees in Trouble (77)
A Look at Lifestyles (92)

Research and Technology

- 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

Project Learning Tree Activity Guide

Can It Be Real? (11)
People of the Forest (17)
Web of Life (45)
Tropical Treehouse (49)
Our Changing World (86)
In the Good Old Days (91)
Did You Notice? (95)

Evaluation and Revision

- 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

Project Learning Tree Activity Guide

Publicize It! (60)

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

- 2.1 Write narratives.

Project Learning Tree Activity Guide

People of the Forest (17)
Tale of the Sun (18)
Nature's Recyclers (24)
Water Wonders (44)
On the Move (53)
Trees in Trouble (77)
Signs of Fall (78)

- 2.3 Write research reports about important ideas, issues, or events.

Project Learning Tree Activity Guide

Web of Life (45)
Tropical Treehouse (49)
Trees in Trouble (77)
A Look at Lifestyles (92)

- 2.4 Write persuasive letters or compositions.

Project Learning Tree Activity Guide

Habitat Pen Pals (7)
Publicize It! (60)

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1 Ask questions that seek information not already discussed.

Project Learning Tree Activity Guide

Planet of Plenty (9)
Then and Now (40)

- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

Project Learning Tree Activity Guide

Then and Now (40)

- 1.3 Make inferences or draw conclusions based on an oral report.

Project Learning Tree Activity Guide

Planet of Plenty (9)
People of the Forest (17)
Then and Now (40)
Signs of Fall (78)

Organization and Delivery of Oral Communication

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation.

Project Learning Tree Activity Guide

Planet of Plenty (9)
People of the Forest (17)
We Can Work It Out (56)
Our Changing World (86)
In the Good Old Days (91)

- 1.5 Clarify and support spoken ideas with evidence and examples.

Project Learning Tree Activity Guide

Planet of Plenty (9)
Can It Be Real? (11)
Nature's Recyclers (24)
We Can Work It Out (56)
Our Changing World (86)
In the Good Old Days (91)

- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Project Learning Tree Activity Guide

Nature's Recyclers (24)

Analysis and Evaluation of Oral and Media Communications

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.

Project Learning Tree Activity Guide

Power of Print (59)
Life on the Edge (88)

- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Project Learning Tree Activity Guide

Power of Print (59)

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations.

Project Learning Tree Activity Guide

People of the Forest (17)

- 2.2 Deliver informative presentations about an important idea, issue, or event.

Project Learning Tree Activity Guide

Planet of Plenty (9)
On the Move (53)
Our Changing World (86)
Life on the Edge (88)
In the Good Old Days (91)

GRADE SIX

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Project Learning Tree Activity Guide

Trees for Many Reasons (89)

Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

Project Learning Tree Activity Guide

Habitat Pen Pals (7)

Power of Print (59)

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Structural Features of Informational Materials

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

Project Learning Tree Activity Guide

Dynamic Duos (26)

Energy Sleuths (39)

Publicize It! (60)

Our Changing World (86)

2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Project Learning Tree Activity Guide

Energy Sleuths (39)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Project Learning Tree Activity Guide

Forest Consequences (33)
 Loving It Too Much (35)
 Publicize It! (60)
 In the Good Old Days (91)
 A Look at Lifestyles (92)

Expository Critique

- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

Project Learning Tree Activity Guide

Power of Print (59)

- 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

Project Learning Tree Activity Guide

Forest Consequences (33)
 Power of Print (59)

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

Project Learning Tree Activity Guide

Trees for Many Reasons (89)

- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

Project Learning Tree Activity Guide

Poet-Tree (5)

- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

Project Learning Tree Activity Guide

Tale of the Sun (18)
Trees for Many Reasons (89)
A Look at Lifestyles (92)

Literary Criticism

- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Project Learning Tree Activity Guide

Tale of the Sun (18)

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

Project Learning Tree Activity Guide

Planet of Plenty (9)
People of the Forest (17)
Water Wonders (44)
On the Move (53)
Power of Print (59)
Publicize It! (60)

- 1.2 Create multiple-paragraph expository compositions.

Project Learning Tree Activity Guide

Habitat Pen Pals (7)
The Forest of S.T. Shrew (8)
People of the Forest (17)
Nature's Recyclers (24)
Loving It Too Much (35)
Water Wonders (44)
Power of Print (59)
Publicize It! (60)
Trees in Trouble (77)

Research and Technology

- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

Project Learning Tree Activity Guide

Our Changing World (86)

Evaluation and Revision

- 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Project Learning Tree Activity Guide

Publicize It! (60)

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

- 2.1 Write narratives.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

People of the Forest (17)

Tale of the Sun (18)

Water Wonders (44)

On the Move (53)

Signs of Fall (78)

- 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution).

Project Learning Tree Activity Guide

Planet of Plenty (9)

Power of Print (59)

Publicize It! (60)

Trees in Trouble (77)

A Look at Lifestyles (92)

- 2.3 Write research reports.

Project Learning Tree Activity Guide

Web of Life (45)

Tropical Treehouse (49)

Trees in Trouble (77)

- 2.5 Write persuasive compositions.

Project Learning Tree Activity Guide

Habitat Pen Pals (7)

Loving It Too Much (35)

Power of Print (59)

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Organization and Delivery of Oral Communication

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

Project Learning Tree Activity Guide

Planet of Plenty (9)
People of the Forest (17)
Nature's Recyclers (24)
Forest Consequences (33)
We Can Work It Out (56)
Our Changing World (86)
In the Good Old Days (91)

- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

Project Learning Tree Activity Guide

People of the Forest (17)
Nature's Recyclers (24)
Forest Consequences (33)
We Can Work It Out (56)
Our Changing World (86)
In the Good Old Days (91)

- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

Project Learning Tree Activity Guide

Planet of Plenty (9)
People of the Forest (17)
Nature's Recyclers (24)
Our Changing World (86)
In the Good Old Days (91)

- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Project Learning Tree Activity Guide

People of the Forest (17)
Nature's Recyclers (24)

Analysis and Evaluation of Oral and Media Communications

- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

Project Learning Tree Activity Guide

Power of Print (59)

Life on the Edge (88)

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations.

Project Learning Tree Activity Guide

People of the Forest (17)

2.2 Deliver informative presentations.

Project Learning Tree Activity Guide

Planet of Plenty (9)

People of the Forest (17)

Energy Sleuths (39)

In the Good Old Days (91)

2.4 Deliver persuasive presentations.

Project Learning Tree Activity Guide

Forest Consequences (33)

We Can Work It Out (56)

Power of Print (59)

Life on the Edge (88)

2.5 Deliver presentations on problems and solutions.

Project Learning Tree Activity Guide

Forest Consequences (33)

On the Move (53)

Our Changing World (86)

GRADE SEVEN

READING

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

Project Learning Tree Activity Guide

Renewable or Not? (14)

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

Project Learning Tree Activity Guide

Dynamic Duos (26)

Power of Print (59)

Publicize It! (60)

- 2.2 Locate information by using a variety of consumer, workplace, and public documents.

Project Learning Tree Activity Guide

Pass the Plants, Please (16)

Publicize It! (60)

Watch on Wetlands (71)

- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

Project Learning Tree Activity Guide

Dynamic Duos (26)
 Forest Consequences (33)
 Energy Sleuths (39)

Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

Project Learning Tree Activity Guide

Watch on Wetlands (71)
 In the Native Way (90)
 In the Good Old Days (91)

Expository Critique

2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Project Learning Tree Activity Guide

Forest Consequences (33)

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Project Learning Tree Activity Guide

Trees for Many Reasons (89)

3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

Project Learning Tree Activity Guide

A Look at Lifestyles (92)

WRITING**1.0. Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Project Learning Tree Activity Guide

People of the Forest (17)

Power of Print (59)

- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Project Learning Tree Activity Guide

People of the Forest (17)

Power of Print (59)

- 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Project Learning Tree Activity Guide

People of the Forest (17)

Research and Technology

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

Project Learning Tree Activity Guide

Watch on Wetlands (71)

Our Changing World (86)

In the Good Old Days (91)

A Look at Lifestyles (92)

- 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

Project Learning Tree Activity Guide

In the Good Old Days (91)

Evaluation and Revision

- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Project Learning Tree Activity Guide

Publicize It! (60)

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

- 2.1 Write fictional or autobiographical narratives.

Project Learning Tree Activity Guide

On the Move (53)

- 2.3 Write research reports.

Project Learning Tree Activity Guide

Trees in Trouble (77)

A Look at Lifestyles (92)

- 2.4 Write persuasive compositions.

Project Learning Tree Activity Guide

Loving It Too Much (35)

Power of Print (59)

Publicize It! (60)

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade level.

Grammar

- 1.3 Identify all parts of speech and types and structure of sentences.

Project Learning Tree Activity Guide

Poet-Tree (5)

LISTENING AND SPEAKING

1.0. Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Comprehension

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

Project Learning Tree Activity Guide

Loving It Too Much (35)

Then and Now (40)

- 1.2 Determine the speaker's attitude toward the subject.

Project Learning Tree Activity Guide

Then and Now (40)

- 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Project Learning Tree Activity Guide

Power of Print (59)

Organization and Delivery of Oral Communication

- 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

Project Learning Tree Activity Guide

People of the Forest (17)

We Can Work It Out (56)

Power of Print (59)

Our Changing World (86)

In the Good Old Days (91)

- 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

Project Learning Tree Activity Guide

People of the Forest (17)

Forest Consequences (33)

We Can Work It Out (56)

Power of Print (59)

Our Changing World (86)

In the Good Old Days (91)

- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Project Learning Tree Activity Guide

People of the Forest (17)

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

- 2.3 Deliver research presentations.

Project Learning Tree Activity Guide

People of the Forest (17)

Energy Sleuths (39)

Our Changing World (86)

In the Good Old Days (91)

2.4 Deliver persuasive presentations.

Project Learning Tree Activity Guide

Forest Consequences (33)

On the Move (53)

We Can Work It Out (56)

Life on the Edge (88)

GRADE EIGHT

READING

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

Project Learning Tree Activity Guide

Dynamic Duos (26)

2.2 Analyze text that uses proposition and support patterns.

Project Learning Tree Activity Guide

Dynamic Duos (26)

Forest Consequences (33)

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

Project Learning Tree Activity Guide

In the Native Way (90)

2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

Project Learning Tree Activity Guide

In the Native Way (90)

2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Project Learning Tree Activity Guide

Dynamic Duos (26)

Watch on Wetlands (71)

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

Project Learning Tree Activity Guide

People of the Forest (17)

Loving It Too Much (35)

Publicize It! (60)

- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Project Learning Tree Activity Guide

People of the Forest (17)

Research and Technology

- 1.5 Achieve an effective balance between researched information and original ideas.

Project Learning Tree Activity Guide

Our Changing World (86)

Evaluation and Revision

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Project Learning Tree Activity Guide

Publicize It! (60)

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

- 2.1 Write biographies, autobiographies, short stories, or narratives.

Project Learning Tree Activity Guide

People of the Forest (17)

On the Move (53)

- 2.3 Write research reports.

Project Learning Tree Activity Guide

Trees in Trouble (77)
A Look at Lifestyles (92)

- 2.4 Write persuasive compositions.

Project Learning Tree Activity Guide

Loving It Too Much (35)
Power of Print (59)
Publicize It! (60)

- 2.5 Write documents related to career development, including simple business letters and job applications.

Project Learning Tree Activity Guide

Watch on Wetlands (71)

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Organization and Delivery of Oral Communication

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

Project Learning Tree Activity Guide

We Can Work It Out (56)
Our Changing World (86)
In the Good Old Days (91)

Analysis and Evaluation of Oral and Media Communications

- 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

Project Learning Tree Activity Guide

Power of Print (59)
Life on the Edge (88)

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations (e.g., biographical, autobiographical).

Project Learning Tree Activity Guide

People of the Forest (17)

2.3 Deliver research presentations.

Project Learning Tree Activity Guide

People of the Forest (17)

Energy Sleuths (39)

Our Changing World (86)

In the Good Old Days (91)

2.4 Deliver persuasive presentations.

Project Learning Tree Activity Guide

Forest Consequences (33)

On the Move (53)

We Can Work It Out (56)

Life on the Edge (88)