

Correlation of

**Project Learning Tree  
Secondary Environmental Education  
Program**

**Focus on Forests:  
Exploring Environmental Issues**

to

**English-Language Arts  
Content Standards  
for California Public Schools**

# GRADES NINE AND TEN

## **Reading**

### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

2.3 Generate relevant questions about readings on issues that can be researched.

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Case Study: Old Growth Forests (#2)

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

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Case Study: Old Growth Forests (#2)

Squirrels vs. Scopes (#6)

Words to Live By (#7)

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

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Case Study: Old Growth Forests (#2)

Tough Choices (#3)

Who Owns America's Forests? (#4)

Squirrels vs. Scopes (#6)

2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

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### **Expository Critique**

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and

the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

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Case Study: Old Growth Forests (#2)

Squirrels vs. Scopes (#6)

**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 conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine through Twelve* illustrate the quality and complexity of the materials to be read by students.

**Structural Features of Literature**

3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

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**Literary Criticism**

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

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**Writing**

**1.0 Writing Strategies**

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

**Organization and Focus**

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

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**Research and Technology**

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

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Case Study: Old Growth Forests (#2)

Who Owns America's Forests? (#4)

- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

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- 1.8 Design and publish documents by using advanced publishing software and graphic programs.

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Who Owns America's Forests? (#4)

## **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.

#### **Grammar and Mechanics of Writing**

- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

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Case Study: Old Growth Forests (#2)

- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

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Case Study: Old Growth Forests (#2)

#### **Manuscript Form**

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Project Learning Tree: Focus on Forests**

Case Study: Old Growth Forests (#2)

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

#### **Comprehension**

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

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Tough Choices (#3)

Balancing America's Forests (#5)

Squirrels vs. Scopes (#6)

Words to Live By (#7)

- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

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Words to Live By (#7)

# GRADES ELEVEN AND TWELVE

## **Reading**

### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Readings in Literature, Grades Nine through Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

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Case Study: Old Growth Forests (#2)

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

#### **Project Learning Tree: Focus on Forests**

Case Study: Old Growth Forests (#2)

Who Owns America's Forests? (#4)

Squirrels vs. Scopes (#6)

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

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Case Study: Old Growth Forests (#2)

Words to Live By (#7)

### **Expository Critique**

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

#### **Project Learning Tree: Focus on Forests**

Case Study: Old Growth Forests (#2)

Who Owns America's Forests? (#4)

Squirrels vs. Scopes (#6)

### **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 conduct in-depth analyses of

recurrent themes. The selections in Recommended Readings in Literature, Grades Nine through Twelve illustrate the quality and complexity of the materials to be read by students.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

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- 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:
- Trace the development of American literature from the colonial period forward.
  - Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
  - Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

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## **Writing**

### **1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

#### **Organization and Focus**

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

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Case Study: Old Growth Forests (#2)

- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

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Case Study: Old Growth Forests (#2)

#### **Research and Technology**

- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

#### **Project Learning Tree: Focus on Forests**

Case Study: Old Growth Forests (#2)

## **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.

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

#### **Project Learning Tree: Focus on Forests**

Case Study: Old Growth Forests (#2)

- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

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Case Study: Old Growth Forests (#2)

- 1.3 Reflect appropriate manuscript requirements in writing.

#### **Project Learning Tree: Focus on Forests**

Case Study: Old Growth Forests (#2)

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

#### **Comprehension**

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

#### **Project Learning Tree: Focus on Forests**

Who Owns America's Forests? (#4)

Squirrels vs. Scopes (#6)

- 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

#### **Project Learning Tree: Focus on Forests**

Who Owns America's Forests? (#4)

Squirrels vs. Scopes (#6)

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and 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 grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

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Words to Live By (#7)