



**Correlation of Common Core State Standards for English Language Arts (ELA)
and Project Learning Tree's
Global Connections: Forests of the World**

Anchor Standards for Reading	Forests of the World Module
Key Ideas and Details:	Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Reading Standard for Informational Text #1 (RI 1): What is a Forest Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Researching Forests Around the World
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading Standard for Informational Text #2 (RI 2): What is a Forest Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Researching Forests Around the World
3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	Reading Standard for Informational Text #3 (RI 3):
Craft and Structure:	Grades 9-12
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Reading Standard for Informational Text #4 (RI 4): What is a Forest Mapping the World's Forests Understanding the Effects of Forest Use Seeking Sustainability: A Global Response

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Reading Standard for Informational Text #5 (RI 5):
6. Assess how point of view or purpose shapes the content and style of text.	Reading Standard for Informational Text #6 (RI 6): What is a Forest-Enrichment 3
Integration of Knowledge and Ideas:	Grades 9-12
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Reading Standard for Informational Text #7 (RI 7): Mapping the World's Forests Analyzing Patterns of Forest Change
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Reading Standard for Informational Text #8 (RI 8):
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading Standard for Informational Text #9 (RI 9):
Range of Reading and Level of Text Complexity:	Grades 9-12
10. Read and comprehend complex literary and informational texts independently and proficiently.	Reading Standard for Informational Text #10 (RI 10):

Anchor Standards for Writing	Forests of the World Module
Text Types and Purposes:	Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i>
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing Standard #1 (W 1):
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing Standard #2 (W 2): What is a Forest Mapping the World’s Forests Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing Standard #3 (W 3):
Production and Distribution of Writing:	Grades 9-12
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing Standard #4 (W 4): Making the Global Connection What is a Forest Mapping the World’s Forests Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World

<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Writing Standard #5 (W 5):</p> <p>Making the Global Connection Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Writing Standard #6 (W 6):</p> <p>Making the Global Connection Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>
<p>Research to Build and Present Knowledge:</p>	<p>Grades 9-12</p>
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Writing Standard #7 (W 7):</p> <p>Making the Global Connection What is a Forest Mapping the World’s Forests Analyzing Patterns of Forest Change Seeking Sustainability: A Global Response-Enrichment 3 Exploring the World Marketplace-Enrichment 3 Making Consumer Choices Researching Forests Around the World</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Writing Standard #8 (W 8):</p> <p>What is a Forest Analyzing Patterns of Forest Change Seeking Sustainability: A Global Response-Enrichment 3 Exploring the World Marketplace-Enrichment 3 Making Consumer Choices Researching Forests Around the World</p>

<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Writing Standard #9 (W 9):</p> <p>What is a Forest Analyzing Patterns of Forest Change Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>
<p>Range of Writing:</p>	<p>Grades 9-12</p>
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Writing Standard #10 (W 10):</p> <p>Making the Global Connection What is a Forest Mapping the World’s Forests Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>
<p>Anchor Standards for Speaking and Listening</p>	<p>Forests of the World Module</p>
<p>Comprehension and Collaboration:</p>	<p>Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i></p>
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Speaking & Listening Standard #1 (SL 1):</p> <p>Making the Global Connection What is a Forest Mapping the World’s Forests Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Exploring the World Marketplace Making Consumer Choices Researching Forests Around the World</p>

<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Speaking & Listening Standard #2 (SL 2):</p> <p>Making the Global Connection What is a Forest Mapping the World’s Forests Analyzing Patterns of Forest Change Seeking Sustainability: A Global Response Exploring the World Marketplace Making Consumer Choices Researching Forests Around the World</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Speaking & Listening Standard #3 (SL 3):</p>
<p>Presentation of Knowledge and Ideas:</p>	<p>Grades 9-12</p>
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Speaking & Listening Standard #4 (SL 4):</p> <p>What is a Forest Mapping the World’s Forests Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Exploring the World Marketplace Making Consumer Choices Researching Forests Around the World</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Speaking & Listening Standard #5 (SL 5):</p> <p>Analyzing Patterns of Forest Change Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>

<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Speaking & Listening Standard #6 (SL 6): What is a Forest Mapping the World’s Forests Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Exploring the World Marketplace Making Consumer Choices Researching Forests Around the World</p>
<p>Anchor Standards for Language</p>	<p>Forests of the World Module</p>
<p>Conventions of Standard English:</p>	<p>Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i></p>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Language Standard #1 (L 1): Making the Global Connection What is a Forest Mapping the World’s Forests Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Exploring the World Marketplace Making Consumer Choices Researching Forests Around the World</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Language Standard #2 (L 2): Making the Global Connection What is a Forest Mapping the World’s Forests Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>

Knowledge of Language:	Grades 9-12
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning of style, and to comprehend more fully when reading or listening.	<p>Language Standard #3 (L 3):</p> <p>Making the Global Connection What is a Forest Mapping the World’s Forests Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Exploring the World Marketplace Making Consumer Choices Researching Forests Around the World</p>
Vocabulary Acquisition and Use:	Grades 9-12
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.	<p>Language Standard #4 (L 4):</p> <p>What is a Forest Mapping the World’s Forests Understanding the Effects of Forest Use Seeking Sustainability: A Global Response</p>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>Language Standard #5 (L 5):</p> <p>What is a Forest-Enrichment 2</p>
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<p>Language Standard #6 (L 6):</p> <p>What is a Forest Mapping the World’s Forests Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Exploring the World Marketplace Making Consumer Choices Researching Forests Around the World</p>

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Literacy in History/Social Studies (RH)

Forests of the World Module

Grades 9-12

*(**Bold** activity names have a strong correlation to the standard.)*

Key Ideas and Details

<p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>Reading Standard for History/Social Studies #1 (RH 1):</p> <p>What is a Forest Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Researching Forests Around the World</p>
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Reading Standard for History/Social Studies #2 (RH 2):</p> <p>What is a Forest Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Researching Forests Around the World</p>
<p>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Reading Standard for History/Social Studies #3 (RH 3):</p>

Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Reading Standard for History/Social Studies #4 (RH 4): What is a Forest Mapping the World’s Forests Understanding the Effects of Forest Use Seeking Sustainability: A Global Response
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	Reading Standard for History/Social Studies #5 (RH 5):
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Reading Standard for History/Social Studies #6 (RH 6): What is a Forest-Enrichment 3
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Reading Standard for History/Social Studies #7 (RH 7): Mapping the World’s Forests Analyzing Patterns of Forest Change
8. Distinguish among fact, opinion, and reasoned judgment in a text.	Reading Standard for History/Social Studies #8 (RH 8):
9. Analyze the relationship between a primary and secondary source on the same topic.	Reading Standard for History/Social Studies #9 (RH 9): Researching Forests Around the World
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Reading Standard for History/Social Studies #10 (RH 10):

Reading Standards for Literacy in Science and Technical Subjects (RST)	Forests of the World Module Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i>
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of science and technical texts.	Reading Standard for Science and Technical Subjects #1 (RST 1): What is a Forest Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Researching Forests Around the World
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Reading Standard for Science and Technical Subjects #2 (RST 2): What is a Forest Analyzing Patterns of Forest Change Understanding the Effects of Forest Use Seeking Sustainability: A Global Response Researching Forests Around the World
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Reading Standard for Science and Technical Subjects #3 (RST 3): Mapping the World's Forests

Craft and Structure	
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Reading Standard for Science and Technical Subjects #4 (RST 4): What is a Forest Mapping the World’s Forests Understanding the Effects of Forest Use Seeking Sustainability: A Global Response
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Reading Standard for Science and Technical Subjects #5 (RST 5):
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Reading Standard for Science and Technical Subjects #6 (RST 6): What is a Forest-Enrichment 3
Integration of Knowledge and Ideas	
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Reading Standard for Science and Technical Subjects #7 (RST 7): Mapping the World’s Forests Analyzing Patterns of Forest Change
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Reading Standard for Science and Technical Subjects #8 (RST 8):
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Reading Standard for Science and Technical Subjects #9 (RST 9): Analyzing Patterns of Forest Change
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Reading Standard for Science and Technical Subjects #10 (RST 10):

<p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)</p>	<p>Forests of the World Module</p> <p>Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i></p>
<p>Key Ideas and Details</p>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #1 (WHST 1):</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #2 (WHST 2):</p> <p>What is a Forest Mapping the World’s Forests Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #3 (WHST 3):</p> <p>Not applicable as a separate requirement.</p>
<p>Craft and Structure</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #4 (WHST 4):</p> <p>Making the Global Connection What is a Forest Mapping the World’s Forests Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>

<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #5 (WHST 5):</p> <p>Making the Global Connection Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #6 (WHST 6):</p> <p>Making the Global Connection Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #7 (WHST 7):</p> <p>Making the Global Connection What is a Forest Mapping the World’s Forests Analyzing Patterns of Forest Change Seeking Sustainability: A Global Response-Enrichment 3 Exploring the World Marketplace-Enrichment 3 Making Consumer Choices Researching Forests Around the World</p>

<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #8 (WHST 8):</p> <p>What is a Forest Analyzing Patterns of Forest Change Seeking Sustainability: A Global Response-Enrichment 3 Exploring the World Marketplace-Enrichment 3 Making Consumer Choices Researching Forests Around the World</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #9 (WHST 9):</p> <p>Analyzing Patterns of Forest Change Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Writing Standard for History/Social Studies, Science, & Technical Subjects #10 (WHST 10):</p> <p>Mapping the World’s Forests Seeking Sustainability: A Global Response Making Consumer Choices Researching Forests Around the World</p>

End of Correlation