



## **Correlation of Common Core State Standards for English Language Arts with PLT's *Forests of the World* Secondary Module**

Project Learning Tree (PLT) activities will help you address many of the Common Core Language Arts Standards. PLT's correlation documents allow you to easily find the PLT secondary activities that address specific standards for grades 9-12.

The PLT activity names in **bold** on the correlation chart have a strong correlation to the identified standard. PLT activity names that are not bolded connect with the standard, but may not be sufficient to fully meet it. These correlations are based on the way the PLT activity is currently written, and as such do not take into account the myriad ways a teacher could modify an activity to address a standard more directly or completely. The not bolded PLT activity numbers highlight avenues for this approach.

Although some of PLT's secondary modules do include math connections, the Common Core Mathematics Standards were not included within the correlation materials because the math standards are very specific at the secondary level.

### Using the Correlation Charts

Results for grades 9-12 have been aggregated on the correlation charts because the standards for grades 9-10 and 11-12 are similar. Only the **Anchor Standards** are shown on the correlation charts, however, when the correlations were done, the specific standards that apply to grades 9-12 were used. For the Standards for Literacy in History/Social Studies, Science, and Technical Subjects, specific standards are included on the charts because they vary by subject.

To view the complete Common Core State Standards for both English Language Arts and Mathematics, please visit <http://www.corestandards.org/>.

### Correlation Consultant

Sheri Soyka, Soyka Consulting, Vienna, VA  
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**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
<b>Key Ideas and Details:</b>	<b>Grades 9-12</b> <i>(<b>Bold</b> 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):
<b>Craft and Structure:</b>	<b>Grades 9-12</b>
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
<b>Integration of Knowledge and Ideas:</b>	<b>Grades 9-12</b>
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):
<b>Range of Reading and Level of Text Complexity:</b>	<b>Grades 9-12</b>
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
<b>Text Types and Purposes:</b>	<b>Grades 9-12</b> <i>(<b>Bold</b> 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 <b>Researching Forests Around the World</b>
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):
<b>Production and Distribution of Writing:</b>	<b>Grades 9-12</b>
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 <b>Researching Forests Around the World</b>

<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  <b>Researching Forests Around the World</b></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  <b>Researching Forests Around the World</b></p>
<p><b>Research to Build and Present Knowledge:</b></p>	<p><b>Grades 9-12</b></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  <b>Researching Forests Around the World</b></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  <b>Researching Forests Around the World</b></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  <b>Researching Forests Around the World</b></p>
<p><b>Range of Writing:</b></p>	<p><b>Grades 9-12</b></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  <b>Researching Forests Around the World</b></p>
<p><b>Anchor Standards for Speaking and Listening</b></p>	<p><b>Forests of the World Module</b></p>
<p><b>Comprehension and Collaboration:</b></p>	<p><b>Grades 9-12</b>  <i>(<b>Bold</b> 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 &amp; Listening Standard #1 (SL 1):</p> <p>Making the Global Connection  <b>What is a Forest</b>  <b>Mapping the World’s Forests</b>  <b>Analyzing Patterns of Forest Change</b>  <b>Understanding the Effects of Forest Use</b>  <b>Seeking Sustainability: A Global Response</b>  <b>Exploring the World Marketplace</b>  <b>Making Consumer Choices</b>  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 &amp; 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 &amp; Listening Standard #3 (SL 3):</p>
<p><b>Presentation of Knowledge and Ideas:</b></p>	<p><b>Grades 9-12</b></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 &amp; 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  <b>Seeking Sustainability: A Global Response</b>          Exploring the World Marketplace  <b>Making Consumer Choices</b>  <b>Researching Forests Around the World</b></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 &amp; Listening Standard #5 (SL 5):</p> <p>Analyzing Patterns of Forest Change  <b>Seeking Sustainability: A Global Response</b>  <b>Making Consumer Choices</b>          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 &amp; 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  <b>Seeking Sustainability: A Global Response</b>          Exploring the World Marketplace  <b>Making Consumer Choices</b>          Researching Forests Around the World</p>
<p><b>Anchor Standards for Language</b></p>	<p><b>Forests of the World Module</b></p>
<p><b>Conventions of Standard English:</b></p>	<p><b>Grades 9-12</b>  <i>(<b>Bold</b> 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>



<b>Knowledge of Language:</b>	<b>Grades 9-12</b>
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>
<b>Vocabulary Acquisition and Use:</b>	<b>Grades 9-12</b>
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><b>What is a Forest</b>  Mapping the World’s Forests  <b>Understanding the Effects of Forest Use</b>  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  <b>Understanding the Effects of Forest Use</b>  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

1. Cite specific textual evidence to support analysis of primary and secondary sources.

Reading Standard for History/Social Studies #1 (RH 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 information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Reading Standard for History/Social Studies #2 (RH 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. 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).

Reading Standard for History/Social Studies #3 (RH 3):

<b>Craft and Structure</b>	
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
<b>Integration of Knowledge and Ideas</b>	
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
<b>Range of Reading and Level of Text Complexity</b>	
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):

<b>Reading Standards for Literacy in Science and Technical Subjects (RST)</b>	<b>Forests of the World Module</b> <b>Grades 9-12</b> <i>(<b>Bold</b> activity names have a strong correlation to the standard.)</i>
<b>Key Ideas and Details</b>	
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

<b>Craft and Structure</b>	
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
<b>Integration of Knowledge and Ideas</b>	
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
<b>Range of Reading and Level of Text Complexity</b>	
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):

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

<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  <b>Researching Forests Around the World</b></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  <b>Researching Forests Around the World</b></p>
<p><b>Integration of Knowledge and Ideas</b></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  <b>Researching Forests Around the World</b></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  <b>Researching Forests Around the World</b></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  <b>Researching Forests Around the World</b></p>
<p><b>Range of Reading and Level of Text Complexity</b></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, &amp; Technical Subjects #10 (WHST 10):</p> <p>Mapping the World’s Forests  Seeking Sustainability: A Global Response  Making Consumer Choices  <b>Researching Forests Around the World</b></p>

**End of Correlation**