

Alignment 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 align 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 alignment will demonstrate, educators can easily use PLT activities to introduce, practice, and reinforce many 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. All PLT lessons can be easily adapted or extended by the classroom teacher to address specific ELA standards. The PLT lessons included in this alignment have activities that can be used to reinforce the listed ELA Content Standard(s) either in the actual lesson, the extensions, variations, or suggested assessments.

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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/be/st/ss>

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KINDERGARTEN

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Vocabulary and Concept Development

1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).

Project Learning Tree Activity Guide

The Shape of Things (1)

Get in Touch with Trees (2)

Picture This! (6)

People, Places, Things (74)

1.18 Describe common objects and events in both general and specific language.

Project Learning Tree Activity Guide

The Shape of Things (1)

Get in Touch with Trees (2)

We All Need Trees (13)

Tree Factory (63)

Looking at Leaves (64)

People, Places, Things (74)

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

2.3 Connect to life experiences the information and events in texts.

Project Learning Tree Activity Guide

Pollution Search (36)

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

Project Learning Tree Activity Guide

Earth Manners (87)

Tale of the Sun (18)

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

Project Learning Tree Activity Guide

Pollution Search (36)

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

Tale of the Sun (18)

Pollution Search (36)

3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).

Project Learning Tree Activity Guide

The Shape of Things (1)

Trees as Habitats (22)

Pollution Search (36)

3.3 Identify characters, settings, and important events.

Project Learning Tree Activity Guide

Tale of the Sun (18)

Trees as Habitats (22)

Pollution Search (36)

Earth Manners (87)

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

Adopt a Tree (21)

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)

Kindergarten

Sounds Around (4)
Picture This! (6)
We All Need Trees (13)
Pollution Search (36)
Tropical Treehouse (49)
On the Move (53)
The Closer You Look (61)
To Be a Tree (62)
Tree Factory (63)
Looking at Leaves (64)
How Big is Your Tree? (67)
People, Places, Things (74)
Signs of Fall (78)
Tree Lifecycle (79)
Did You Notice? (95)

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

Project Learning Tree Activity Guide

The Shape of Things (1)
Get in Touch with Trees (2)
Peppermint Beetle (3)
Sounds Around (4)
Picture This! (6)
We All Need Trees (13)
Tale of the Sun (18)
Adopt a Tree (21)
Pollution Search (36)
On the Move (53)
I'd Like to Visit a Place Where... (54)
The Closer You Look (61)
Looking at Leaves (64)
People, Places, Things (74)
Earth Manners (87)
Did You Notice? (95)

GRADE ONE

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

1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

Pass the Plants, Please (16)

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

The Forest of S.T. Shrew (8)

Tale of the Sun (18)

Trees as Habitats (22)

Pollution Search (36)

Earth Manners (87)

2.6 Relate prior knowledge to textual information.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

Tale of the Sun (18)

Trees as Habitats (22)

Pollution Search (36)

Signs of Fall (78)

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

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)
Trees as Habitats (22)
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

The Forest of S.T. Shrew (8)
Tale of the Sun (18)
Pollution Search (36)

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

Project Learning Tree Activity Guide

Trees as Habitats (22)
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

Environmental Exchange Box (20)
Adopt a Tree (21)
Every Tree for Itself (27)
Plant a Tree (31)
Pollution Search (36)
Are Vacant Lots Vacant? (47)
The Closer You Look (61)
To Be A Tree (62)
People, Places, Things (74)

- 1.1 Select a focus when writing. (continued)

Project Learning Tree Activity Guide

Tree Cookies (76)
Signs of Fall (78)
Tree Lifecycle (79)

- 1.2 Use descriptive words when writing.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)
Adopt a Tree (21)
The Closer You Look (61)

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:

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)
Tale of the Sun (18)
People, Places, Things (74)
Tree Cookies (76)

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

Project Learning Tree Activity Guide

Adopt a Tree (21)
Nature's Recyclers (24)
Every Tree for Itself (27)
School Yard Safari (46)
I'd Like to Visit a Place Where... (54)
The Closer You Look (61)
~~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)~~

- 1.1 Write and speak in complete, coherent sentences. (continued)

Project Learning Tree Activity Guide

Adopt a Tree (21)

Pollution Search (36)

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)

Tropical Treehouse (49)

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

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

Project Learning Tree Activity Guide

Get in Touch with Trees (2)

Picture This! (6)

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)
Pollution Search (36)

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

Project Learning Tree Activity Guide

Get in Touch with Trees (2)
Peppermint Beetle (3)
The Forest of S.T. Shrew (8)
I'd Like to Visit a Place Where... (54)
Tree Cookies (76)

- 2.3 Provide descriptions with careful attention to sensory detail.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)
Adopt a Tree (21)

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)

Name That Tree (68)

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

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

Tale of the Sun (18)

Trees as Habitats (22)

Pollution Search (36)

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)

Pollution Search (36)

Trees for Many Reasons (89)

2.7 Interpret information from diagrams, charts, and graphs.

Project Learning Tree Activity Guide

The Shape of Things (1)

Picture This! (6)

Pass the Plants, Please (16)

Adopt a Tree (22)

Nature's Recyclers (24)

Birds and Worms (25)

Pollution Search (36)

School Yard Safari (46)

To Be a Tree (62)

2.7 Interpret information from diagrams, charts, and graphs. (continued)

Project Learning Tree Activity Guide

Name That Tree (68)

Trees in Trouble (77)

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)

Environmental Exchange Box (20)

Adopt a Tree (21)

Nature's Recyclers (24)

Every Tree for Itself (27)

Plant a Tree (31)

School Yard Safari (46)

Are Vacant Lots Vacant? (47)

The Closer You Look (61)

To Be a Tree (62)

Tree Factory (63)

People, Places, Things (74)

Tree Cookies (76)

Signs of Fall (78)

Tree Lifecycle (79)

Trees for Many Reasons (89)

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)

Tree Cookies (76)

Tree Lifecycle (79)

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Project Learning Tree Activity Guide

Environmental Exchange Box (20)

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)

Tale of the Sun (18)

Tropical Treehouse (49)

Tree Cookies (76)

Earth Manners (87)

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)

- 1.8 Retell stories, including characters, setting, and plot.

Project Learning Tree Activity Guide

The Forest of S.T. Shrew (8)

- 1.9 Report on a topic with supportive facts and details.

Project Learning Tree Activity Guide

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)

Tale of the Sun (18)

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

- 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.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Demonstrate comprehension by identifying answers in the text.

Project Learning Tree Activity Guide

Sounds Around (4)

Habitat Pen Pals (7)

The Forest of S.T. Shrew (8)

Tale of the Sun (18)

Who Works in this Forest? (34)

Earth Manners (87)

Trees for Many Reasons (89)

- 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

Sounds Around (4)
Habitat Penpals (7)
Tale of the Sun (18)
Who Works in this Forest? (34)
Name That Tree (68)
Tree Lifecycle (79)
Nothing Succeeds Like Succession (80)
Trees for Many Reasons (89)
Did You Notice? (95)

- 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

Project Learning Tree Activity Guide

Pass the Plants, Please. (16)
Looking at Leaves (64)

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)

- 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

Sounds Around (4)
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

Every Tree for Itself (27)

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

Sounds Around (4)
The Forest of S.T. Shrew (8)
Tale of the Sun (18)
Environmental Exchange Box (20)
Nature's Recyclers (24)
Are Vacant Lots Vacant? (47)
Tree Factory (63)
People, Places, Things (74)
Tree Cookies (76)
Signs of Fall (78)
Tree Lifecycle (79)
Nothing Succeeds Like Succession (80)
Trees for Many Reasons (89)

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)
Every Tree for Itself (27)

I'd Like to Visit a Place Where... (54)
The Closer You Look (61)
To Be a Tree (62)

- 2.3 Write personal and formal letters, thank-you notes, and invitations.

Project Learning Tree Activity Guide

Habitat Pen Pals (7)
Environmental Exchange Box (20)
Plant a Tree (31)
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

The Shape of Things (1)
Peppermint Beetle (3)
Picture This! (6)
Signs of Fall (78)

- 1.3 Respond to questions with appropriate elaboration.

Project Learning Tree Activity Guide

Get in Touch with Trees (2)
Peppermint Beetle (3)

Grade Three

Sounds Around (4)
Poet-Tree (5)
Picture This! (6)
Habitat Pen Pals (7)
The Forest of S.T. Shrew (8)
I'd Like to Visit a Place Where...(54)
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

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

Tropical Treehouse (49)

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

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

Project Learning Tree Activity Guide

Poet-Tree (5)

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.

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)
 Planet Diversity (9)
 Charting Diversity (10)
 Can It Be Real? (11)
 We All Need Trees (13)
 Renewable or Not? (14)
 Pass the Plants, Please (16)
 Tale of the Sun (18)
 Adopt a Tree (21)
 The Fallen Log (23)
 Who Works in this Forest? (34)
 Energy Sleuths (39)
 Water Wonders (44)
 Field, Forest, and Stream (48)
 Tropical Treehouse (49)
 On the Move (53)
 Looking at Leaves (64)

Germinating Giants (66)
Name That Tree (68)
Soil Stories (70)
Waste Watchers (73)
Tipi Talk (75)
Tree Cookies (76)
Trees in Trouble (77)
Signs of Fall (78)
Tree Lifecycle (79)
Living with Fire (81)
Resources Go Round (82)
Earth Manners (87)
Life on the Edge (88)
Trees for Many Reasons (89)
Native Ways (90)
Did You Notice? (95)

- 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

We All Need Trees (13)

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

Tree Lifecycle (79)

- 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)

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

- 3.2 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)

Trees for Many Reasons (89)

- 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)

- 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

Project Learning Tree Activity Guide

Tale of the Sun (18)

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

Get in Touch with Trees (2)

Habitat Pen Pals (7)

Planet Diversity (9)

Adopt a Tree (21)

Plant a Tree (31)

Every Drop Counts (38)

Energy Sleuths (39)

Then and Now (40)

Sunlight and Shades of Green (42)

Water Wonders (44)

Web of Life (45)

School yard Safari (46)

Tropical Treehouse (49)

On the Move (53)
I'd Like to Visit a Place Where...(54)
To Be a Tree (62)
Tree Factory (63)
Tipi Talk (75)
Tree Cookies (76)
Trees in Trouble (77)
Signs of Fall (78)
Trees for Many Reasons (89)
Tree Lifecycle (79)
Nothing Succeeds Like Succession (80)

1.2 Create multiple-paragraph compositions.

Project Learning Tree Activity Guide

Adopt a Tree (21)
On the Move (53)
Trees in Trouble (77)

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

Plant a Tree (31)
Water Wonders (44)

1.5 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)
Tree Cookies (76)
Life on the Edge (88)
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

Get in Touch with Trees (2)
Sounds Around (4)
Poet-Tree (5)
Habitat Pen Pals (7)
The Forest of S.T. Shrew (8)

Tale of the Sun (18)
 Environmental Exchange Box (20)
 Nature's Recyclers (24)
 Every Tree for Itself (27)
 Then and Now (40)
 Water Wonders (44)
 On the Move (53)
 I'd Like to Visit a Place Where...(54)
 The Closer You Look (61)
 To Be a Tree (62)
 Tree Factory (63)
 Tipi Talk (75)
 Tree Cookies (76)
 Trees in Trouble (77)
 Signs of Fall (78)
 Nothing Succeeds Like Succession (80)
 Trees for Many Reasons (89)

2.3 Write information reports.

Project Learning Tree Activity Guide

Plant a Tree (31)
 Web of Life (45)
 School Yard Safari (46)
 Tropical Treehouse (49)
 Waste Watchers (73)
 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.

Project Learning Tree Activity Guide

Peppermint Beetle (3)

Planet Diversity (9)

Adopt a Tree (21)
 Who Works in this Forest? (34)
 Then and Now (40)
 I'd Like to Visit a Place Where...(54)
 Planning the Ideal Community (55)

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

Project Learning Tree Activity Guide

Planet Diversity (9)

Energy Sleuths (39)
Then and Now (40)
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)

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

Project Learning Tree Activity Guide
Planet Diversity (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
Get in Touch with Trees (2)
Peppermint Beetle (3)
Planet Diversity (9)

- 2.2 Make informational presentations.

Project Learning Tree Activity Guide
Charting Diversity (10)
Can It Be Real? (11)
Nature's Recyclers (24)
Energy Sleuths (39)
Sunlight and Shades of Green (42)
Are Vacant Lots Vacant? (47)
Tropical Treehouse (49)
On the Move (53)
Planning the Ideal Community (55)
Life on the Edge (88)

- 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.

Vocabulary and Concept Development

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

Project Learning Tree Activity Guide

People of the Forest (17)

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

A Look at Aluminum (52)

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

Project Learning Tree Activity Guide

A Look at Aluminum (52)

Nothing Succeeds Like Succession (80)

Paper Civilizations (93)

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)

Invasive Species (12)

Renewable or Not? (14)
 People of the Forest (17)
 Tale of the Sun (18)
 Dynamic Duos (26)
 Energy Sleuths (39)
 A Look at Aluminum (52)
 We Can Work It Out (56)
 Nothing Succeeds Like Succession (80)
 Trees for Many Reasons (89)
 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

Renewable or Not? (14)
 People of the Forest (17)
 Tale of the Sun (18)
 Who Works in This Forest? (34)
 Energy Sleuths (39)
 A Look at Aluminum (52)
 Tipi Talk (75)
 Trees for Many Reasons (89)
 Native Ways (90)
 A Look at Lifestyles (92)

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)

Native Ways (90)

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)

A Look at Lifestyles (92)

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

On the Move (53)

- 1.2 Create multiple-paragraph expository compositions.

Project Learning Tree Activity Guide

Adopt a Tree (21)

Every Drop Counts (38)

Trees in Trouble (77)

Research and Technology

- 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).

Project Learning Tree Activity Guide
Peppermint Beetle (3)
Adapt a Tree (21)

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)
Improve Your Place (96)

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
Adopt a Tree (21)
Nature's Recyclers (24)

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

Project Learning Tree Activity Guide
Trees in Trouble (77)

- 2.4 Write persuasive letters or compositions.

Project Learning Tree Activity Guide
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 Diversity (9)
Adopt a Tree (21)
Who Works in This Forest? (34)

Then and Now (40)
I'd Like to Visit a Place Where...(54)
Planning the Ideal Community (55)
Democracy in Action (57)

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

Project Learning Tree Activity Guide

Democracy in Action (57)

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

Project Learning Tree Activity Guide

Planet Diversity (9)
People of the Forest (17)
Energy Sleuths (39)
Then and Now (40)
Sunlight and Shades of Green (42)
On the Move (53)

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 Diversity (9)
People of the Forest (17)
Energy Sleuths (39)
We Can Work It Out (56)
A Peek at Packaging (83)
Our Changing World (86)
Life on the Edge (88)
Improve Your Place (96)

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

Project Learning Tree Activity Guide

Picture This! (6)
Planet Diversity (9)
Can It Be Real? (11)
We Can Work It Out (56)
Our Changing World (86)
Improve Your Place (96)

Analysis and Evaluation of Oral and Media Communications

- 1.6 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)

- 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)

Publicize It (60)

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 Diversity (9)

Energy Sleuths (39)

On the Move (53)

We Can Work It Out (56)

A Peek at Packaging (83)

Our Changing World (86)

Life on the Edge (88)

Improve Your Place (96)

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.

Vocabulary and Concept Development

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

Project Learning Tree Activity Guide

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)

Power of Print (59)

Publicize It! (60)

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)

Native Ways (90)

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

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

Get in Touch with Trees (2)
Planet Diversity (9)
People of the Forest (17)
Environmental Exchange Box (20)
Adopt a Tree (21)
Dynamic Duos (26)
Every Tree for Itself (27)
Plant a Tree (31)
Reduce, Reuse, Recycle (37)
Every Drop Counts (38)
Water Wonders (44)
Web of Life (45)
Tropical Treehouse (49)
On the Move (53)
I'd Like to Visit a Place Where...(54)
Power of Print (59)
Publicize It! (60)
Waste Watchers (73)
Tipi Talk (75)
Tree Cookies (76)
Trees in Trouble (77)
Tree Lifecycle (79)
Nothing Succeeds Like Succession (80)
A Peek at Packaging (83)
Trees for Many Reasons (89)
A Look at Lifestyles (92)
Improve Your Place (96)

- 1.2 Create multiple-paragraph expository compositions.

Project Learning Tree Activity Guide

Adopt a Tree (21)
Loving It Too Much (35)
Power of Print (59)
Publicize It! (60)
Trees in Trouble (77)

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:

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

Project Learning Tree Activity Guide

Adopt a Tree (21)
Loving it Too Much (35)
Power of Print (59)
Publicize It! (60)
A Look at Lifestyles (92)

- 2.3 Write research reports.

Project Learning Tree Activity Guide

Trees in Trouble (77)

- 2.5 Write persuasive compositions.

Project Learning Tree Activity Guide

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 Diversity (9)
People of the Forest (17)
Nature's Recyclers (24)
Forest Consequences (33)
Energy Sleuths (39)
We Can Work It Out (56)
Power of Print (59)
Our Changing World (86)
Life on the Edge (88)
Improve Your Place (96)

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

Project Learning Tree Activity Guide

We Can Work It Out (56)

Our Changing World (86)

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

Project Learning Tree Activity Guide

Planet Diversity (9)

People of the Forest (17)

Nature's Recyclers (24)

Our Changing World (86)

Life on the Edge (88)

Improve Your Place (96)

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)

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 Diversity (9)

Charting Diversity (10)

Can It Be Real? (11)

People of the Forest (17)

Energy Sleuths (39)

Sunlight and Shades of Green (42)

Are Vacant Lots Vacant? (47)

Tropical Treehouse (49)

2.4 Deliver persuasive presentations.

Project Learning Tree Activity Guide

Forest Consequences (33)
We Can Work It Out (56)
A Peek at Packaging (83)
Life on the Edge (88)
Improve Your Place (96)

2.5 Deliver presentations on problems and solutions.

Project Learning Tree Activity Guide

Forest Consequences (33)
On the Move (53)
Our Changing World (86)
Improve Your Place (96)

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)

Rain Reasons (29)

Tropical Treehouse (49)

On the Move (53)

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)

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

Forest Consequences (33)

Power of Print (59)

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)

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

- 3.3 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.

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

Project Learning Tree Activity Guide

Power of Print (59)

Publicize It! (60)

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

Adopt a Tree (21)

Publicize It! (60)

Watch on Wetlands (71)

Our Changing World (86)

A Look at Lifestyles (92)

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:

- 2.3 Write research reports.

Project Learning Tree Activity Guide

Trees in Trouble (77)

- 2.4 Write persuasive compositions.

Project Learning Tree Activity Guide

Loving It Too Much (35)

Power of Print (59)

Publicize It! (60)

A Peek at Packaging (83)

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

Then and Now (40)

Democracy in Action (57)

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

Project Learning Tree Activity Guide

Viewpoints on the Line (19)

Democracy in Action (57)

- 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)

Forest Consequences (33)

400-Acre Wood (50)

On the Move (53)

We Can Work It Out (56)

Power of Print (59)

Watch on Wetland (71)

A Peek at Packaging (83)

Our Changing World (86)

Life on the Edge (88)

Improve Your Place (96)

- 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)
400-Acre Wood (50)
We Can Work It Out (56)
Power of Print (59)
A Peek at Packaging (83)
Our Changing World (86)
Improve Your Place (96)

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

Charting Diversity (10)
Can It Be Real? (11)
People of the Forest (17)
Energy Sleuths (39)
Our Changing World (86)

- 2.4 Deliver persuasive presentations.

Project Learning Tree Activity Guide

Forest Consequences (33)
400-Acre Wood (51)
On the Move (53)
We Can Work It Out (56)
Watch on Wetlands (71)
A Peek at Packaging (83)
Life on the Edge (88)
Improve Your Place (96)

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

2.2 Analyze text that uses proposition and support patterns.

Project Learning Tree Activity Guide

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

Forest Consequences (33)

Publicize It! (60)

In the Native Way (90)

In the Good Old Days (91)

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

Publicize It! (60)

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

Tropical Treehouse (49)

On the Move (53)

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

Loving It Too Much (35)

Publicize It! (60)

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:

- 2.3 Write research reports.

Project Learning Tree Activity Guide

Trees in Trouble (77)

- 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.

Comprehension

- 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Project Learning Tree Activity Guide

Viewpoints on the Line (19)
Democracy in Action (57)

- 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

Forest Consequences (33)
400-Acre Wood (51)
We Can Work It Out (56)
Watch on Wetlands (71)
Our Changing World (86)
Improve Your Place (96)

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)

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

Charting Diversity (10)

Grade Eight

Can It Be Real? (11)
People of the Forest (17)
Energy Sleuths (39)
Our Changing World (86)

2.4 Deliver persuasive presentations.

Project Learning Tree Activity Guide

- A Forest Consequences (33)
400-Acre Woods (50)
On the Move (53)
We Can Work It Out (56)
Watch on Wetlands (71)
A Peek at Packaging (83)
Life on the Edge (88)
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