

# PLT Correlations: LANGUAGE ARTS GRADE 1

<b>Content Standard 1: LANGUAGE</b>	
<b>Learning Expectations</b>	<b>PLT Correlations</b>
<b>GLE 0101.1.1</b> Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.	
<b>GLE 0101.1.2</b> Employ a variety of strategies to decode words and expand vocabulary.	<b>2. Get in Touch With Trees (p.20)</b> - In Part B, students write a description about exploring a tree with the sense of touch by using similes, metaphors, and analogies.
<b>GLE 0101.1.3</b> Develop and maintain phonological awareness.	
<b>GLE 0101.1.4</b> Understand and apply the alphabetic principle.	<b>54. I'd Like To Visit a Place Where ... (p.236)</b> - In Part A, students create an ABC list of things found in parks.

<b>Content Standard 2: COMMUNICATION</b>	
<b>Learning Expectations</b>	<b>PLT Correlations</b>
<b>GLE 0101.2.1</b> Develop critical listening skills essential for comprehension, problem solving, and task completion.	<b>8. The Forest of S. T. Shrew, p. 40</b> - Students listen to a story read aloud. <b>16. Pass The Plants, Please (p.77)</b> - As an <b>Enrichment</b> , students prepare snacks using recipes included. <b>22. Trees as Habitats (p.102)</b> - In Part A, students listen to and discuss the story Good-Night Owl.
<b>GLE 0101.2.2</b> Develop critical speaking skills essential for effective communication.	

## Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p><b>GLE 0101.3.1</b> Compose simple stories with a clear beginning, middle, and end.</p> <p><b>GLE 0101.3.2</b> Employ a variety of strategies to generate story ideas.</p> <p><b>GLE 0101.3.3</b> Begin to develop topic sentences.</p> <p><b>GLE 0101.3.4</b> Evaluate own and others' writing using a simple classroom rubric.</p> <p><b>GLE 0101.3.5</b> Determine how, when, and whether to incorporate graphics in written work.</p>	<p><b>24. Nature's Recyclers (p.108)</b> – As an <b>Assessment Opportunity</b>, students write a story about a sow bug supermarket based on their observations in the classroom.</p> <p><b>76. Tree Cookies (p.327)</b> - As a Variation, students use a paper plate to create a tree cookie the same age as themselves and use it in writing an autobiography to identify when various important events in their lives occurred.</p>

## Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p><b>GLE 0101.4.1</b> Define and narrow a research question appropriate to grade level and ability.</p>	
<p><b>GLE 0101.4.2</b> Select a source necessary to answer the research question.</p>	<p><b>49. Tropical Treehouse (p.207)</b> - Students explore the rainforest in different ways: researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p>
<p><b>GLE 0101.4.3</b> Deliver an oral report that demonstrates a gathering of information.</p>	

## Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p><b>GLE 0101.5.1</b> Further develop an understanding of sequential order.</p>	<p><b>95. Did You Notice? (p.414)</b> - Students create a timeline as a graphic organizer.</p>
<p><b>GLE 0101.5.2</b> Recognize the relationship of actions and consequences.</p>	<p><b>87. Earth Manners (p.378)</b> - Students develop a set of guidelines for exploring and enjoying nature.</p>
<p><b>GLE 0101.5.3</b> Make inferences and draw appropriate conclusions.</p>	<p><b>30. Three Cheers for Trees (p.130)</b> - Using information given in the Background and their own reactions to the importance of local trees, students discuss the benefits of trees in public places.</p> <p><b>49. Tropical Treehouse (p.207)</b> - Students explore the rainforest in different ways: researching rainforest inhabitants, mapping the route of neotropical migratory birds, and analyzing a case study involving a tropical rainforest.</p>

## Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p><b>GLE 0101.6.1</b> Follow simple directions in a short informational text.</p> <p><b>GLE 0101.6.2</b> Identify the main ideas and supporting details of informational text.</p> <p><b>GLE 0101.6.3</b> Recognize that a variety of graphics can support informational text.</p>	<p><b>31. Plant a Tree (p.132)</b> - Students express their appreciation of trees by planning and carrying out their own tree-planting project, following the included <b>Tree-Planting Instructions</b>.</p>

## Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<b>GLE 0101.7.1</b> Explore a variety of media.	<b>79. Tree Lifecycle (p.341)</b> - In the Variation, students use body movements and make sounds to act out the life of a tree.
<b>GLE 0101.7.2</b> Recognize the ability of media to inform, persuade, and entertain.	

## Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<b>GLE 0101.8.1</b> Explore and experience various literary genres.	<b>8. The Forest of S. T. Shrew, p. 40</b> - Students listen to a story read aloud. <b>18. Tale of The Sun (p.86)</b> - Students analyze a story told by the Muskogee (Creek) Indians of present-day Oklahoma. Later, students read and discuss stories told in other cultures from around the world. <b>22. Trees as Habitats (p.102)</b> - As an <b>Enrichment</b> , students act out the book Good-Night Owl.
<b>GLE 0101.8.2</b> Employ a variety of basic reading comprehension strategies.	
<b>GLE 0101.8.3</b> Develop reading fluency and accuracy.	
<b>GLE 0101.8.4</b> Identify basic literary elements.	