

PLT Correlations: LANGUAGE ARTS GRADE 6 (revised 5/2010)

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
<p>GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0601.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0601.1.3 Understand and use correctly a variety of sentence structures.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
<p><u>Listening</u></p> <p>GLE 0601.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0601.2.2 Begin to differentiate between summarizing and paraphrasing.</p> <p>GLE 0601.2.3 Begin to distinguish between a summary and a critique.</p> <p>GLE 0601.2.4 Identify the thesis and main points of a speech.</p> <p>GLE 0601.2.5 Identify the organizational structure of a speech.</p>	<p>8. The Forest of S.T. Shrew (p.40) - Students listen to a story read aloud.</p>

<p>Speaking</p> <p>GLE 0601.2.6 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p>GLE 0601.2.7 Deliver effective oral presentations.</p>	<p>30. Three Cheers for Trees (p.130) - 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>GLE 0601.2.8 Participate in work teams and group discussions.</p>	<p>32. A Forest of Many Uses (p.135) - Students work in teams to brainstorm and share ideas for managing a forest for one of three uses: wildlife, recreation, or products.</p> <p>55. Planning the Ideal Community (p.239) - Students plan an ideal community that meets all the needs of its residents.</p>

Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p>GLE 0601.3.1 Write in a variety of modes for a variety of audiences and purposes.</p>	<p>5. Poet-Tree (p.31) - Students read, write, and share nature poetry.</p> <p>7. Habitat Pen Pals (p.37) - Students write letters from the perspective of an organism in a certain habitat, giving clues to their identity.</p> <p>26. Dynamic Duos (p.113) - As an Enrichment, students read given information about various biological relationships and write classified ads from the point of view of one of the partners.</p> <p>27. Every Tree For Itself (p.117) - As a Variation for Older Students, students create tree cookies and write stories to accompany the results of the simulation rounds.</p> <p>76. Tree Cookies (p.327) - As an Assessment Opportunity, students listen to a story and draw a tree cookie to represent the events in the life of the tree. Students research historical events that occurred during the life of a tree, and relate these to the rings on the “tree cookie.”</p> <p>86. Our Changing World (p.375) - Students make a graphic organizer connecting natural resources, energy, and human activities.</p> <p>95. Did You Notice? (p.414) - Students create a timeline as a graphic organizer.</p>

<p>GLE 0601.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0601.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0601.3.4 Refine strategies for editing and revising written work.</p>	
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Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p>GLE 0601.4.1 Define and narrow a problem or research topic.</p>	
<p>GLE 0601.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p>10. Charting Diversity (p.50) - Students draw cards to determine the type of animal they search for and orally report the results of their research.</p> <p>86. Our Changing World (p.375) - Students research a global environmental issue.</p> <p>45. Web of Life (p.194) - Students research a forest organism to answer specific questions.</p> <p>71. Watch On Wetlands (p.303) - In Part B, students research the regulations controlling construction on wetlands and consider a decision-making scenario. In Part C, they read another scenario and role-play a public meeting to decide on a land-use issue.</p> <p>79. Tree Lifecycle (p.341) - Students research a tree's role in the ecosystem at each stage of its life.</p> <p>82. Resource-Go-Round (p.355) - Students research a specific product to find out the sources of its various components.</p>
<p>GLE 0601.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p>GLE 0601.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p>GLE 0601.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p> <p>GLE 0601.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0601.5.3 Explore deductive and inductive reasoning.</p> <p>GLE 0601.5.4 Analyze written and oral communication for persuasive devices.</p>	<p>75. Tipi Talk (p.320) - Students use information on tipi construction to make inferences about the lives of the people who lived in them.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p>GLE 0601.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.</p>	<p>13. We All Need Trees (p.65) - In Part A, students classify tree products as wood, food, or paper. In Part B, students classify actual objects as “made from trees” or not. After reading and sharing Tree Readings, they reclassify the objects as appropriate.</p> <p>17. People of The Forest (p.82) - By reading about and comparing and contrasting different forest peoples, both past and present, students learn about some of the ways people have depended on forests throughout history.</p> <p>26. Dynamic Duos (p.113) - Students match “Classified Ads” to the “critters” that might be likely to respond to them. As an Enrichment, students read given information about various relationships and write classified ads from the point of view of one of the partners.</p> <p>29. Rain Reasons (p.123) - Students study maps and information on forest types in Puerto Rico to answer questions. As an Assessment Opportunity, they apply this information to draw conclusions about forests of Honduras.</p> <p>34. Who Works in This Forest? (p.144) - Students read descriptions of forest-related jobs and evaluate their importance.</p> <p>80. Nothing Succeeds Like Succession (p.345) - Students read a story about succession.</p>

<p>GLE 0601.6.2 Identify the organizational structures of informational texts.</p>	
<p>GLE 0601.6.3 Read, interpret, and analyze text features that support informational texts.</p>	

Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p>GLE 0601.7.1 Analyze media for their ability to inform, persuade, and entertain.</p> <p>GLE 0601.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p>GLE 0601.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	
<p>GLE 0601.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p>	<p>93. Paper Civilizations (p.407) - Students create a mural about the history of papermaking and discover how it has changed over time.</p>

Content Standard 8: LITERATURE

Learning Expectations	PLT Correlations
<p>GLE 0601.8.1 Read and comprehend a variety of works from various forms of literature.</p>	<p>18. Tale of The Sun (p.86) - Students analyze a story told by the Muskogee (Creek) Indians of present-day Oklahoma. Later, students locate, read, and discuss stories told in other cultures from around the world.</p> <p>90. The Native Way (p.389) - Students read three different statements attributed to Chief Seattle and Chief Luther Standing Bear, and compare and contrast the attitudes these statements reflect about natural resources.</p> <p>91. In The Good Old Days (p.396) - Students express their own views about forests, and then read excerpts from the writings of different authors who have influenced people’s thinking about the environment.</p> <p>92. A Look At Lifestyles (p.401) - In Part B, students read (or listen to) and discuss a Lakota legend. In Part C, students discuss pioneer attitudes toward the environment.</p>
<p>GLE 0601.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p>	
<p>GLE 0601.8.3 Recognize the conventions of various literary genres.</p> <p>GLE 0601.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p>GLE 0601.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).</p>	