

# PLT Correlations: LANGUAGE ARTS GRADE 8

Content Standard 1: LANGUAGE	
Learning Expectations	PLT Correlations
<p><b>GLE 0801.1.1</b> Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p><b>GLE 0801.1.2</b> Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p><b>GLE 0801.1.3</b> Understand and use correctly a variety of sentence structures.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	PLT Correlations
<p><b><u>Listening</u></b></p> <p><b>GLE 0801.2.1</b> Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p><b>GLE 0801.2.2</b> Distinguish among summaries, paraphrases, and critiques.</p> <p><b>GLE 0801.2.3</b> Identify the thesis and main points of a speech.</p> <p><b>GLE 0801.2.4</b> Analyze the structure of a speech.</p>	

<p><b>Speaking</b></p> <p><b>GLE 0801.2.5</b> Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p><b>GLE 0801.2.6</b> Deliver effective oral presentations.</p>	
<p><b>GLE 0801.2.7</b> Participate in work teams and group discussions.</p>	<p><b>32. A Forest of Many Uses (p.135)</b> - Students work in teams to brainstorm and share ideas for managing a forest for one of three uses: wildlife, recreation, or products.</p> <p><b>55. Planning the Ideal Community (p.239)</b> - Students plan an ideal community that meets all the needs of its residents.</p>

## Content Standard 3: WRITING

<b>Learning Expectations</b>	<b>PLT Correlations</b>
<p><b>GLE 0801.3.1</b> Write in a variety of modes for a variety of audiences and purposes.</p>	<p><b>5. Poet-Tree (p.31)</b> - Students read, write, and share nature poetry.</p> <p><b>26. Dynamic Duos (p.113)</b> - As an <b>Enrichment</b>, students read given information about various biological relationships and write classified ads from the point of view of one of the partners.</p> <p><b>50. 400-Acre Wood (p.217)</b> - Students read a scenario and create a land-use plan.</p> <p><b>86. Our Changing World (p.375)</b> - Students make a graphic organizer connecting natural resources, energy, and human activities.</p> <p><b>95. Did You Notice? (p.414)</b> - Students create a timeline as a graphic organizer.</p>
<p><b>GLE 0801.3.2</b> Employ a variety of prewriting strategies.</p> <p><b>GLE 0801.3.3</b> Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p><b>GLE 0801.3.4</b> Refine strategies for editing and revising written work.</p>	

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## Content Standard 4: RESEARCH

<b>Learning Expectations</b>	<b>PLT Correlations</b>
<p><b>GLE 0801.4.1</b> Define and narrow a problem or research topic.</p>	
<p><b>GLE 0801.4.2</b> Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p><b>10. Charting Diversity (p.50)</b> - Students draw cards to determine the type of animal they search for and orally report the results of their research.</p> <p><b>11. Can It Be Real? (p.54)</b> - In Part A, students listen to descriptions of plants and animals and decide if they are real. In Part B, they are assigned a seemingly unreal plant or animal to research for a visual presentation.</p> <p><b>12. Invasive Species (p.59)</b> - Students work in teams to read about and discuss an invasive species. Then they research an invasive species to determine how these species got to their new locations and what characteristics make them so challenging.</p> <p><b>86. Our Changing World (p.375)</b> - Students research a global environmental issue.</p> <p><b>49. Tropical Treehouse (p.207)</b> - Students will 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>82. Resource-Go-Round (p.355)</b> - Students research a specific product to find out the sources of its various components</p>
<p><b>GLE 0801.4.3</b> Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p><b>GLE 0801.4.4</b> Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.</p>	

## Content Standard 5: LOGIC

Learning Expectations	PLT Correlations
<p><b>GLE 0801.5.1</b> Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p><b>75. Tipi Talk (p.320)</b> - Students use information on tipi construction to make inferences about the lives of the people who lived in them.</p>
<p><b>GLE 0801.5.2</b> Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p><b>GLE 0801.5.3</b> Distinguish between inductive and deductive reasoning.</p> <p><b>GLE 0801.5.4</b> Analyze written and oral communication for persuasive devices.</p> <p><b>GLE 0801.5.5</b> Identify and analyze premises, including false premises.</p> <p><b>GLE 0801.5.6</b> Continue to explore logical fallacies.</p>	

## Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	PLT Correlations
<p><b>GLE 0801.6.1</b> Comprehend and summarize the main ideas and supporting details of informational texts</p> <p><b>GLE 0801.6.2</b> Analyze the organizational structures of informational texts.</p> <p><b>GLE 0801.6.3</b> Read, interpret, and analyze text features that support informational texts.</p>	<p><b>17. People of The Forest (p.82)</b> - 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><b>26. Dynamic Duos (p.113)</b> - Students match “Classified Ads” to the “critters” that might be likely to respond to them. As an <b>Enrichment</b>, students read given information about various relationships and write classified ads from the point of view of one of the partners.</p>

## Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p><b>GLE 0801.7.1</b> Analyze media for their ability to inform, persuade, and entertain.</p> <p><b>GLE 0801.7.2</b> Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p><b>GLE 0801.7.3</b> 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><b>GLE 0801.7.4</b> Apply and adapt the principles of written composition to create coherent media productions.</p>	<p><b>88. Life On The Edge (p.382)</b> - Students create “public relations campaigns” on behalf of endangered species.</p> <p><b>93. Paper Civilizations (p.407)</b> - 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><b>GLE 0801.8.1</b> Read and comprehend a variety of works from various forms of literature.</p>	<p><b>90. The Native Way (p.389)</b> - 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><b>91. In The Good Old Days (p.396)</b> - 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><b>92. A Look At Lifestyles (p.401)</b> - In Part B, students read (or listen to) and discuss a Lakota legend. In Part C, students discuss pioneer attitudes toward the environment.</p>

**GLE 0801.8.2** Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).

**GLE 0801.8.3** Recognize the conventions of various literary genres.

**GLE 0801.8.4** Analyze works of literature for what they suggest about the historical period in which they were written.

**GLE 0801.8.5** Identify and analyze common literary terms (e.g., personification, conflict, theme).