

# PLT Correlations: LANGUAGE ARTS GRADE 4 (revised 5/2010)

<b>Content Standard 1: LANGUAGE</b>	
<b>Learning Expectations</b>	<b>PLT Correlations</b>
<p><b>GLE 0401.1.1</b> Demonstrate knowledge of Standard English usage, mechanics, and spelling.</p> <p><b>GLE 0401.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p><b>GLE 0401.1.3</b> Demonstrate knowledge of Standard English sentence structure.</p>	<p><b>7. Habitat Pen Pals, (p.37)</b> - Students write letters from the perspective of an organism in a certain habitat, giving clues to their identity.</p>

<b>Content Standard 2: COMMUNICATION</b>	
<b>Learning Expectations</b>	<b>PLT Correlations</b>
<p><b>GLE 0401.2.1</b> Continue to develop oral language skills necessary for communication.</p>	<p><b>13. We All Need Trees (p.65)</b> - 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><b>39. Energy Sleuths (p.167)</b> - In Part B, students use the provided <b>Energy Primer</b> to research and prepare oral reports on energy sources. In Part C, they research the energy sources that fuel their energy activities.</p>
<p><b>GLE 0401.2.2</b> Continue to develop listening skills necessary for communication.</p>	

## Content Standard 3: WRITING

Learning Expectations	PLT Correlations
<p><b>GLE 0401.3.1</b> Write for a variety of purposes and to a variety of audiences.</p>	<p><b>5. Poet-Tree (p.31)</b> - Students read, write, and share nature poetry.</p> <p><b>7. Habitat Pen Pals (p.37)</b> - Students write letters from the perspective of an organism in a certain habitat, giving clues to their identity.</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>27. Every Tree For Itself (p.117)</b> - As a <b>Variation for Older Students</b>, students create tree cookies and write stories to accompany the results of the simulation rounds.</p> <p><b>44. Water Wonders (p.188)</b> - Students complete a graphic organizer and write a brief story about the water cycle from a water molecule’s point of view.</p> <p><b>58. There Ought to be a Law (p.249)</b> - Students examine why and how groups develop rules, find out how local laws are made, and then create a poster presentation on the process for passing a law they propose.</p> <p><b>87. Earth Manners (p.378)</b> - Students create their own rules for respecting natural areas using a graphic organizer. The students then read and summarize the story <i>Trapper</i>.</p>
<p><b>GLE 0401.3.2</b> Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content).</p> <p><b>GLE 0401.3.3</b> Know and apply the steps of the writing process: prewriting, drafting, revising, editing, and publishing.</p>	

## Content Standard 4: RESEARCH

Learning Expectations	PLT Correlations
<p><b>GLE 0401.4.1</b> Conduct research to access and present information.</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>39. Energy Sleuths (p.167)</b> - In Part B, students use the provided <b>Energy Primer</b> to research and prepare oral reports on energy sources. In Part C, they research the energy sources that fuel their energy activities.</p> <p><b>45. Web of Life (p. 194)</b> - Students research a forest organism to answer specific questions.</p> <p><b>58. There Ought to be a Law (p.249)</b> - Students examine why and how groups develop rules, find out how local laws are made, and then create a poster presentation on the process for passing a law they propose.</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>85. In the Driver’s Seat (p.370)</b> - Students research fuel conservation and energy efficiency of different vehicles.</p>
<p><b>GLE 0401.4.2</b> Collect, organize, and determine the reliability of researched information.</p> <p><b>GLE 0401.4.3</b> Present research results in a written report.</p>	

Content Standard 5: LOGIC	
Learning Expectations	PLT Correlations
<p><b>GLE 0401.5.1</b> Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.</p>	
<p><b>GLE 0401.5.2</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>95. Did You Notice? (p.414)</b> - Students create a timeline as a graphic organizer.</p>

<p><b>GLE 0401.5.3</b> Apply logic skills to classroom situations and to selections read.</p>	<p><b>14. Renewable Or Not? (p.69)</b> - In Part A, students read a set of “clues” and create definitions for renewable and nonrenewable resources. In Part B, students participate in demonstrations and discuss their insights into how resources can be managed in sustainable ways.</p> <p><b>90. Native Ways (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>
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**Content Standard 6: INFORMATIONAL TEXT**

<b>Learning Expectations</b>	<b>PLT Correlations</b>
<p><b>GLE 0401.6.1</b> Apply skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies).</p> <p><b>GLE 0401.6.2</b> Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>	<p><b>13. We All Need Trees (p.65)</b> - 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><b>39. Energy Sleuths (p.167)</b> - In Part B, students use the provided <b>Energy Primer</b> to research and prepare oral reports on energy sources. In Part C, they research the energy sources that fuel their energy activities.</p> <p><b>80. Nothing Succeeds Like Succession (p.345)</b> - Students read a story about succession. They use digital cameras and presentation software to collect and report data.</p>

## Content Standard 7: MEDIA

Learning Expectations	PLT Correlations
<p><b>GLE 0401.7.1</b> Recognize that media can be a source of information and entertainment.</p>	
<p><b>GLE 0401.7.2</b> Use media to publish and present information.</p>	<p><b>45. Web of Life (p. 194)</b> - Students create a graphic model of the web of life.</p> <p><b>58. There Ought to be a Law (p.249)</b> - Students examine why and how groups develop rules, find out how local laws are made, and then create a poster presentation on the process for passing a law they propose.</p> <p><b>80. Nothing Succeeds Like Succession (p.345)</b> - Students read a story about succession. They use digital cameras and presentation software to collect and report data.</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 0401.8.1</b> Use active comprehension strategies to derive meaning while reading and check for understanding after reading.</p>	<p><b>5. Poet-Tree (p.31)</b> - Students read, write, and share nature poetry.</p>
<p><b>GLE 0401.8.2</b> Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.</p>	<p><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.</p> <p><b>22. Trees as Habitats (p.102)</b> - As an <b>Enrichment</b>, students read and act out the book Good-Night Owl.</p> <p><b>89. Trees for Many Reasons (p.387)</b> - Students read fables such as <i>The Lorax</i> by Dr. Seuss or <i>The Man Who Planted Trees</i> by Jean Giono.</p>

	<p><b>90. Native Ways (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>
<p><b>GLE 0401.8.3</b> Know and understand the basic characteristics of the genres studied.</p> <p><b>GLE 0401.8.4</b> Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).</p>	