

KINDERGARTEN READING AND ENGLISH LANGUAGE ARTS

Standard 1:	Reading	
RLA.S.K.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers.	
Objectives	Students will	PLT Activity and Page
RLA.O.K.1.01	segment words into phonemes (cat = /c/ /a/ /t/).	
RLA.O.K.1.02	blend phonemes into words (/p/ /l/ /ā/ = play).	
RLA.O.K.1.03	manipulate onset and rime (word families).	
RLA.O.K.1.04	use basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning/ending consonant sounds, short vowel sounds, word patterns).	
RLA.O.K.1.05	name all lower/upper case letters in random order.	
RLA.O.K.1.06	read level-appropriate sight words and read decodable c-v-c words.	
RLA.O.K.1.07	use new vocabulary in speaking.	
RLA.O.K.1.08	recognize that print conveys meaning.	#5 Poet-Tree p. 31
RLA.O.K.1.09	establish a purpose for reading (e.g., for information, for pleasure).	
RLA.O.K.1.10	use concepts of print: <ul style="list-style-type: none"> front of book title hold book correctly follow words from left to right and top to bottom of page spaces turn pages left to right one-to-one match of print and voice difference between words and letters 	#4 Sounds Around p. 26 #5 Poet-Tree p. 31
RLA.O.K.1.11	use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).	#18 Tale of the Sun p. 86

RLA.O.K.1.12	make connections between literary work and people in own life and other cultures (e.g., characters, events).	#5 Poet-Tree p. 31 #18 Tale of the Sun p. 86 #74 People, Places, Things p. 318
RLA.O.K.1.13	use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, signs, labels, electronic resources).	#2 Get in Touch with Trees p. 20
RLA.O.K.1.14	develop independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	
Standard 2:	Writing	
RLA.S.K.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page
RLA.O.K.2.01	develop proper manuscript techniques in print: <ul style="list-style-type: none"> • correct directionality • proper writing positions • print upper/lower case letters and numerals • first and/or last name • uniformity 	
RLA.O.K.2.02	use writing and other methods for self-expression (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists).	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #5 Poet-Tree p. 31 #6 Picture This! p. 34 #16 Pass The Plants, Please p. 77 #21 Adopt A Tree p. 97 #46 Schoolyard Safari p.197 #54 I'd Like to Visit a Place Where... p.236 #64 Looking at Leaves p. 273
RLA.O.K.2.03	begin to compose written works using appropriate parts of the writing process (e.g., initial attention to planning and drafting class publishing).	#5 Poet-Tree p. 31

RLA.O.K.2.04	use conventions of spelling in written relationships (e.g., use letter/sound relationships to spell independently, spell some high frequency words appropriate to grade level).	
RLA.O.K.2.05	use conventions of capitalization in written composition (e.g., first and last name, first word of sentence, I).	
RLA.O.K.2.06	identify and use conventions of punctuation in written composition (e.g., period, question mark).	
RLA.O.K.2.07	use a variety of sources to gather information in sharing thoughts and ideas (e.g., pictures, charts and graphs, electronic resources).	#21 Adopt a Tree p. 97
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.K.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
Objectives	Students will	PLT Activity and Page
RLA.O.K.3.01	listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.	#4 Sounds Around p. 26
RLA.O.K.3.02	recognize a variety of visual media and its intended purpose.	#1 The Shape of Things p. 17
RLA.O.K.3.03	understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).	#87 Earth Manners p.378

FIRST GRADE READING AND ENGLISH LANGUAGE ARTS		
Standard 1:	Reading	
RLA.S.1.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.1.1.01	develop a rhythm and rhyme of words (e.g., nursery rhymes, songs, poems, tongue twisters).	
RLA.O.1.1.02	blend and segment the phonemes of most one-syllable words.	
RLA.O.1.1.03	substitute, delete and manipulate beginning and ending phonemes.	
RLA.O.1.1.04	use basic elements of phonetic analysis to decode unknown words: <ul style="list-style-type: none"> sound-symbol relationships beginning/ending consonants short and long vowel sounds blends digraphs diphthongs 	
RLA.O.1.1.05	use basic elements of structural analysis to decode unknown words: <ul style="list-style-type: none"> basic prefixes/suffixes compound words root words spelling patterns contractions 	
RLA.O.1.1.06	use a variety of context clues to confirm unknown words (e.g., prior knowledge, reading ahead, reread).	
RLA.O.1.1.07	understand level appropriate sight words and vocabulary (e.g., high frequency words, antonyms, synonyms, multiple meaning words).	
RLA.O.1.1.08	use directly taught vocabulary words in oral and written reading experiences.	
RAL.O.1.1.09	establish purpose for reading (e.g., for information, for pleasure, to identify a specific viewpoint).	

RLA.O.1.1.10	determine and describe how print is organized and read (e.g., author, illustrator, difference between letters, words, sentences, purpose of capitalization or punctuation).	
RLA.O.1.1.11	read familiar stories, poems, rhymes and passages with fluency: <ul style="list-style-type: none"> • appropriate rate • accuracy • prosody 	
RLA.O.1.1.12	use meaning clues to aid comprehension and make predictions about content (e.g., pictures, title, cover, story sequence).	
RLA.O.1.1.13	read first grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	
RLA.O.1.1.14	use basic comprehension concepts to understand literary and informational texts (e.g., story elements, main idea, sequence, cause and effect, prediction, retelling).	#8 The Forest of S.T. Shrew p. 40
RLA.O.1.1.15	make text-to-self connections (e.g., events, characters, conflicts).	#18 Tale of the Sun p. 86
RLA.O.1.1.16	construct responses to both literal and interpretive comprehension questions after reading informational or literary text.	
RLA.O.1.1.17	use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, written directions, signs, labels, electronic resources).	
RLA.O.1.1.18	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	#18 Tale of the Sun p. 86
Standard 2:	Writing	
RLA.S.1.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page

RLA.O.1.2.01	demonstrate proper manuscript techniques: <ul style="list-style-type: none"> • correct directionality, • proper writing position, • print upper/lower case letters of the alphabet and numerals with proper form, • demonstrate uniformity in print, and • first and last name. 	#49 Tropical Treehouse p.207 #51 Make Your Own Paper p.224 #77 Trees in Trouble p.332
RLA.O.1.2.02	construct complete sentences in written compositions (e.g., capitalize first word, include a noun and verb, ending punctuation).	#4 Sounds Around p. 26 #18 Tale of the Sun p. 86 #41 How Plants Grow p.179 #49 Tropical Treehouse p.207 #51 Make Your Own Paper p.224 #77 Trees in Trouble p.332 #87 Earth Manners p.378
RLA.O.1.2.03	develop a simple story with appropriate sequence (e.g., beginning, middle, end).	#18 Tale of the Sun p. 86 #41 How Plants Grow p.179 #51 Make Your Own Paper p.224 #77 Trees in Trouble p.332
RLA.O.1.2.04	compose written works using appropriate parts of the writing process (e.g., initial attention to planning, drafting, rereading for meaning, some self correction and class/individual publishing).	#87 Earth Manners p.378
RLA.O.1.2.05	identify and apply conventions of spelling in written composition (e.g. letter/sound relationships, high frequency words, transition from phonetic spelling to conventional spelling).	#49 Tropical Treehouse p.207
RLA.O.1.2.06	identify and apply conventions of capitalization in written composition (e.g., days of the week, months of the year, names of people, special places).	#41 How Plants Grow p.179 #49 Tropical Treehouse p.207 #51 Make Your Own Paper p.224 #87 Earth Manners p.378
RLA.O.1.2.07	identify and apply conventions of punctuation in written composition (e.g., period, question mark, exclamation mark).	#41 How Plants Grow p.179 #49 Tropical Treehouse p.207 #51 Make Your Own Paper p.224 #87 Earth Manners p.378

RLA.O.1.2.08	identify and apply grammar in written composition (e.g., nouns, verbs, declarative, interrogative sentences).	#41 How Plants Grow p.179 #51 Make Your Own Paper p.224 #87 Earth Manners p.378
RLA.O.1.2.09	compose in a variety of forms or genres (e.g., journal writing, written response to literature, writing poems).	
RLA.O.1.2.10	alphabetize to the first letter.	
RLA.O.1.2.11	use a variety of sources to gather information to share thoughts and ideas (e.g., informational books, pictures, charts, graphs).	#6 Picture This! p. 34 #22 Trees as Habitats p. 102 #24 Nature's Recyclers p. 108 #61 The Closer You Look p.263
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.1.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
Objectives	Students will	PLT Activity and Page
RLA.O.1.3.01	listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns (e.g., retell in sequence, relate information to own life, describe character – setting – plot, engage in creative and dramatic play, imagine beyond the story).	#6 Picture This! p. 34 #18 Tale of the Sun p. 86
RLA.O.1.3.02	determine the main idea of messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).	
RLA.O.1.3.03	create a real or imaginary experience with oral and/or visual communication.	#1 The Shape of Things p. 17 #4 Sounds Around p. 26 #6 Picture This! p. 34 #13 We All Need Trees p. 65 #41 How Plants Grow p.179 #46 Schoolyard Safari p.197 #49 Tropical Treehouse p.207 #51 Make Your Own Paper p.224 #54 I'd Like to Visit a Place Where... p.236 #77 Trees in Trouble p.332

SECOND GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:	Reading	
RLA.S.2.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> • identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.2.1.01	identify and practice basic elements of phonetic analysis: <ul style="list-style-type: none"> • syllabication • diphthongs • digraphs • variant vowel sounds such as r-controlled 	
RLA.O.2.1.02	identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homonyms, homophones, multiple meaning words, synonyms, antonyms).	#62 To Be a Tree p. 265
RLA.O.2.1.03	identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).	
RLA.O.2.1.04	apply explicitly taught vocabulary words in oral and written experiences.	#62 To Be a Tree p. 265
RLA.O.2.1.05	describe a purpose for reading: <ul style="list-style-type: none"> • for information • for pleasure • to understand specific viewpoints • to follow directions 	
RLA.O.2.1.06	read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> • appropriate rate • accuracy • prosody 	
RLA.O.2.1.07	use a variety of context clues to determine word meanings (e.g., prior knowledge, read ahead, reread).	
RLA.O.2.1.08	use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).	

RLA.O.2.1.09	read second grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	
RLA.O.2.1.10	respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.	
RLA.O.2.1.11	use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.	
RLA.O.2.1.12	infer the author's purpose in literacy and information text: <ul style="list-style-type: none"> • to persuade • to entertain • to inform 	
RLA.O.2.1.13	make the connections between characters or simple events in a literary work to own life or other cultures (e.g., events, characters, conflicts, themes).	
RLA.O.2.1.14	recognize genre in literary texts: <ul style="list-style-type: none"> • fairy tales • folk tales • poems • fables • fantasies • biographies • short stories • chapter books • plays and informational texts • magazines • textbooks • electronic resources • reference materials 	#18 Tale of the Sun p. 86
RLA.O.2.1.15	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., environmental print, written directions, signs, captions, electronic resources, labels).	
RLA.O.2.1.16	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	
Standard 2:	Writing	

RLA.S.2.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page
RLA.O.2.2.01	demonstrate proper manuscript and begin use of cursive writing techniques: <ul style="list-style-type: none"> • posture • paper placement • pencil grip • letter formation • letter size • spacing 	#16 Pass The Plants, Please p. 77
RLA.O.2.2.02	write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).	#2 Get in Touch with Trees p. 20 #18 Tale of the Sun p. 86 #76 Tree Cookies p.327
RLA.O.2.2.03	develop a story with proper sequence (e.g., beginning - middle – end, containing a main idea, supporting details).	
RLA.O.2.2.04	construct a story using the five-step writing process: <ul style="list-style-type: none"> • pre-writing • draft • revise • edit • publish 	
RLA.O.2.2.05	use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level lists, use letter/sound relationships to spell independently, spell irregular words, transition from phonetic to conventional spelling).	#15 A Few Of My Favorite Things p. 75 #18 Tale of the Sun p. 86
RLA.O.2.2.06	use conventions of capitalization in written composition (e.g., titles, initials, titles of written works, greeting and closing of a letter).	#15 A Few Of My Favorite Things p. 75 #18 Tale of the Sun p. 86
RLA.O.2.2.07	use conventions of punctuation in written composition (e.g., period in abbreviations, initials, commas in dates, greeting and closing of letter, separate city-state-country, separate items in a list, apostrophe in contractions and singular possessives).	

RLA.O.2.2.08	use grammar in written composition (e.g., correct subject/verb agreement, simple adjectives, adverbs).	#18 Tale of the Sun	p. 86
RLA.O.2.2.09	compose in a variety of forms and genres for different audiences (e.g., journals, letters, stories, simple reports).	#13 We All Need Trees	p. 65
RLA.O.2.2.10	alphabetize to the second letter and use simple guidewords.		
RLA.O.2.2.11	use a variety of sources to gather information to communicate with others (e.g., dictionaries, informational books, pictures, charts, indexes, videos, television programs, guest speakers, graphic organizers).	#46 Schoolyard Safari	p.197
Standard 3:	Listening, Speaking and Media Literacy		
RLA.S.2.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.		
Objectives	Students will	PLT Activity and Page	
RLA.O.2.3.01	listen, recite and respond to familiar stories, poems and songs (e.g., retell in sequence, relate information to own life, describe character, setting, plot, engage in creative dramatics, imagine beyond the story).	#18 Tale of the Sun	p. 86
RLA.O.2.3.02	describe the main idea or intended messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).		
RLA.O.2.3.03	access media tools to create an oral or visual presentation (e.g., desktop publishing, electronic resources, photos).	#46 Schoolyard Safari	p.197

THIRD GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:	Reading	
RLA.S.3.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.3.1.01	identify and practice appropriate sight words and content vocabulary.	
RLA.O.3.1.02	identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).	
RLA.O.3.1.03	apply tiered levels of vocabulary in speaking and reading experiences.	
RLA.O.3.1.04	describe a purpose for reading: <ul style="list-style-type: none"> for information for pleasure to understand a specific viewpoint 	#4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40
RLA.O.3.1.05	read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> appropriate rate accuracy prosody 	#8 The Forest Of S.T. Shrew p. 40
RLA.O.3.1.06	use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic).	#8 The Forest Of S.T. Shrew p. 40
RLA.O.3.1.07	read third grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	
RLA.O.3.1.08	use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.	#2 Get in Touch with Trees p. 20 #8 The Forest Of S.T. Shrew p. 40 #13 We All Need Trees p. 65
RLA.O.3.1.09	infer the author's purpose: <ul style="list-style-type: none"> to persuade to entertain to inform in literary and informational text 	#4 Sounds Around p. 26

RLA.O.3.1.10	compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.	#8 The Forest Of S.T. Shrew p. 40
RLA.O.3.1.11	identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).	
RLA.O.3.1.12	recognize and explain the defining characteristics of genre in literary and texts: <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables • fantasies • biographies • short stories • chapter books • historical fiction • plays • autobiographies • magazines • newspapers • textbooks • electronic databases • reference materials 	#5 Poet-Tree p. 31
RLA.O.3.1.13	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams).	#1 The Shape of Things p. 17 #2 Get in Touch with Trees p. 20
RLA.O.3.1.14	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).	#13 We All Need Trees p. 65
RLA.O.3.1.15	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	
Standard 2:	Writing	
RLA.S.3.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. 	

Objectives	Students will	PLT Activity and Page
RLA.O.3.2.01	demonstrate proper manuscript and full transition to cursive writing techniques: <ul style="list-style-type: none"> • posture • paper placement • pencil grip • letter formation • slant • letter size • spacing • rhythm • alignment 	
RLA.O.3.2.02	identify and produce a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs, correct use of regular and irregular verbs, avoiding run-on sentences and fragments).	
RLA.O.3.2.03	compose a written composition using the five-step writing process: <ul style="list-style-type: none"> • pre-write • draft • revise • edit • publish 	
RLA.O.3.2.04	develop proper paragraph form in written composition: <ul style="list-style-type: none"> • beginning, middle, end • main ideas with relevant details • sentence variety such as declarative, interrogative and exclamatory and imperative • descriptive and transitional words • indentations 	
RLA.O.3.2.05	identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).	
RLA.O.3.2.06	identify and apply conventions of capitalization in written composition (e.g., greeting, heading, closing of a letter, first word of a direct quotation).	

RLA.O.3.2.07	identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).	
RLA.O.3.2.08	produce appropriate grammar in written composition.	#4 Sounds Around p. 26
RLA.O.3.2.09	compose in a variety of forms and genres for different audiences (e.g., diaries, journals, letters, reports, stories).	#4 Sounds Around p. 26 #5 Poet-Tree p. 31 #7 Habitat Pen Pals p. 37
RLA.O.3.2.10	alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation).	
RLA.O.3.2.11	select a variety of sources to gather information (e.g., use dictionaries, encyclopedias, newspapers, electronic resources).	
RLA.O.3.2.12	use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming, list questions, use graphic organizers, organize prior knowledge about a topic, develop a course of action for writing, determine how to locate necessary information).	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.3.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
Objectives	Students will	PLT Activity and Page
RLA.O.3.3.01	listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension, recount personal experiences, imagine beyond the literary form).	#4 Sounds Around p. 26 #7 Habitat Pen Pals p. 37
RLA.O.3.3.02	distinguish different messages conveyed through visual media (e.g., photos, television, multimedia Internet).	#7 Habitat Pen Pals p. 37
RLA.O.3.3.03	create an age appropriate media literacy product that reflects understanding of format and characteristics.	#8 The Forest Of S.T. Shrew p. 40

FOURTH GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:	Reading	
RLA.S.4.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> • identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.4.1.01	identify and practice appropriate vocabulary: <ul style="list-style-type: none"> • multiple meaning words • synonyms • antonyms • homonyms • content area vocabulary • context clues 	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #44 Water Wonders p.188 #76 Tree Cookies p.327
RLA.O.4.1.02	apply structural analysis including etymology and context clues to decode and encode words.	#4 Sounds Around p. 26 #44 Water Wonders p.188
RLA.O.4.1.03	use pre-reading strategies to comprehend text (e.g., activating prior knowledge, predictions, questioning).	#4 Sounds Around p. 26 #16 Pass The Plants, Please p. 77
RLA.O.4.1.04	apply and generate tiered levels of vocabulary in speaking and reading experiences.	#8 The Forest Of S.T. Shrew p. 40
RLA.O.4.1.05	read fluently with appropriate rate, accuracy and prosody.	#4 Sounds Around p. 26 #18 Tale of the Sun p. 86
RLA.O.4.1.06	examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic).	#4 Sounds Around p. 26 #13 We All Need Trees p. 65 #90 Native Ways p.389
RLA.O.4.1.07	read fourth grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	#4 Sounds Around p. 26 #13 We All Need Trees p. 65

RLA.O.4.1.08	interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40 #13 We All Need Trees p. 65
RLA.O.4.1.09	determine the author's purpose in literary and informational texts and use supporting material to justify author's intent: <ul style="list-style-type: none"> • to persuade • to entertain • to inform • to determine a specific viewpoint 	#4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40 #90 Native Ways p.389
RLA.O.4.1.10	compare and contrast self to text in making connections to characters or simple events in a literary work to own life and other cultures (e.g. events, characters, conflicts, themes).	#4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40
RLA.O.4.1.11	distinguish between the ways in which language is used in literary texts: <ul style="list-style-type: none"> • simile • metaphor • idioms • analogies • puns 	#2 Get in Touch with Trees p. 20

RLA.O.4.1.12	<p>recognize and explain the defining characteristics of genre in literary and informational texts:</p> <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables • fantasies • biographies • short stories • novels • plays • legends • autobiographies • magazines • newspapers • textbooks • essays • speeches • electronic databases • reference materials 	<p>#4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40 #89 Trees for Many Reasons p.387 #90 Native Ways p.389</p>
RLA.O.4.1.13	judge the reliability or logic of informational texts.	
RLA.O.4.1.14	select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).	<p>#13 We All Need Trees p. 65 #45 Web of Life p.194</p>
RLA.O.4.1.15	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).	<p>#2 Get in Touch with Trees p. 20 #45 Web of Life p.194</p>
RLA.O.4.1.16	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts).	#4 Sounds Around p. 26
RLA.O.4.1.17	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	#4 Sounds Around p. 26
Standard 2:	Writing	

RLA.S.4.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page
RLA.O.4.2.01	demonstrate proper manuscript and cursive writing techniques: <ul style="list-style-type: none"> • legibility • uniformity in all written work 	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #5 Poet-Tree p. 31 #8 The Forest Of S.T. Shrew p. 40
RLA.O.4.2.02	develop and apply the proper structure for simple and compound sentences.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40
RLA.O.4.2.03	identify and produce a sentence with proper word choice to include: <ul style="list-style-type: none"> • verb tense • verb usage • subject/verb agreement • pronoun usage • adjectives and adverbs 	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40
RLA.O.4.2.04	compose a written composition from a prompt using the writing process in a timed and un-timed setting.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40 #18 Tale of the Sun p. 86
RLA.O.4.2.05	develop proper form in written composition: <ul style="list-style-type: none"> • beginning-middle-end • indentation • topic sentence • introductory and concluding paragraphs • related details • related and cohesive paragraphs • transitional and descriptive words 	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40 #18 Tale of the Sun p. 86

RLA.O.4.2.06	write to persuade using order of importance, classifying differences and similarities, classifying advantages and disadvantages.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #5 Poet-Tree p. 31 #18 Tale of the Sun p. 86
RLA.O.4.2.07	develop a composition that demonstrates an awareness of the intended audience using appropriate language, content and form.	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #5 Poet-Tree p. 31 #8 The Forest Of S.T. Shrew p. 40 #18 Tale of the Sun p. 86 #78 Signs of Fall p.337
RLA.O.4.2.08	create an effective response to a task in form, content and language (e.g., letters, poems, brief reports or descriptions, instructions, journals).	#2 Get in Touch with Trees p. 20 #4 Sounds Around p. 26 #5 Poet-Tree p. 31 #7 Habitat Pen Pals p. 37 #8 The Forest Of S.T. Shrew p. 40 #9 Planet Diversity p. 45 #18 Tale of the Sun p. 86 #24 Nature's Recyclers p.108 #78 Signs of Fall p.337 #95 Did You Notice? p.414
RLA.O.4.2.09	use editing strategies to correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and grammar.	#4 Sounds Around p. 26
RLA.O.4.2.10	identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).	#5 Poet-Tree p. 31
RLA.O.4.2.11	use reference skills to identify words.	#44 Water Wonders p.188
RLA.O.4.2.12	use strategies to gather and record information for research topics: <ul style="list-style-type: none"> • note taking • summarizing • paraphrasing • describing in narrative form • gathering information from direct quotes, maps, charts, graphs and tables 	#4 Sounds Around p. 26 #5 Poet-Tree p. 31

RLA.O.4.2.13	select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).	#5 Poet-Tree	p. 31
RLA.O.4.2.14	use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product, include simple facts-details-explanations-examples, draw conclusions from relationships and patterns that emerge from data of different sources, use appropriate visual aids and media).	#2 Get in Touch with Trees #4 Sounds Around #9 Planet Diversity #21 Adopt A Tree #42 Sunlight and Shades of Green #80 Nothing Succeeds Like Succession #95 Did You Notice?	p. 20 p. 26 p. 45 p. 97 p.182 p.345 p.414
RLA.O.4.2.15	critically evaluate own and others' written compositions.	#2 Get in Touch with Trees #4 Sounds Around #8 The Forest Of S.T. Shrew	p. 20 p. 26 p. 40
Standard 3:	Listening, Speaking and Media Literacy		
RLA.S.4.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.		
Objectives	Students will	PLT Activity and Page	
RLA.O.4.3.01	listen and respond to different literary forms and speakers (e.g., summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).	#2 Get in Touch with Trees #4 Sounds Around #5 Poet-Tree #9 Planet Diversity #53 On the Move #77 Trees in Trouble #78 Signs of Fall #80 Nothing Succeeds Like Succession #87 Earth Manners #89 Trees for Many Reasons #90 Native Ways	p. 20 p. 26 p. 31 p. 45 p.232 p.332 p.337 p.345 p.378 p.387 p.389

RLA.O.4.3.02	distinguish a variety of messages conveyed through visual media (e.g., internet, database, email, electronic resources, online research).	
RLA.O.4.3.03	recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).	
RLA.O.4.3.04	create an age appropriate media literacy product that reflects understanding of format, characteristics and purpose.	<p>#4 Sounds Around p. 26 #5 Poet-Tree p. 31 #8 The Forest Of S.T. Shrew p. 40 #11 Can It Be Real? p. 54 #18 Tale of the Sun p. 86 #21 Adopt A Tree p. 97 #40 Then and Now p.174 #41 How Plants Grow p.179 #42 Sunlight and Shades of Green p.182 #44 Water Wonders p.188 #53 On the Move p.232 #61 The Closer You Look p.263 #77 Trees in Trouble p.332 #79 Tree Lifecycle p.341 #80 Nothing Succeeds Like Succession p.345 #87 Earth Manners p.378</p>

Fifth Grade Reading and English Language Arts

Standard 1:	Reading	
RLA.S.5.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> • identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and • selecting a wide variety of literature and diverse media to develop independence as readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.5.1.01	use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.	
RLA.O.5.1.02	use a variety of strategies (e.g., etymology, context clues, affixes, synonyms, antonyms) to increase grade-appropriate vocabulary.	
RLA.O.5.1.03	use denotation to understand meaning.	#76 Tree Cookies p.327 #80 Nothing Succeeds Like Succession p.345
RLA.O.5.1.04	label the figurative language in text.	
RLA.O.5.1.05	select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: <ul style="list-style-type: none"> • myth • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales • historical fiction 	#18 Tale of the Sun p. 86 #89 Trees for Many Reasons p.387
RLA.O.5.1.06	determine main ideas and locate supporting details in literary passages and informational texts.	#58 There Ought to be a Law p.249 #89 Trees for Many Reasons p.387

RLA.O.5.1.07	use pre-reading strategies to analyze text for the type of text to determine comprehension strategies: <ul style="list-style-type: none"> • previewing • activating prior knowledge • questioning • skimming • scanning 	#80 Nothing Succeeds Like Succession p.345
RLA.O.5.1.08	differentiate and apply comprehension strategies in literary and informational texts to <ul style="list-style-type: none"> • draw conclusions • predict • use context clues • summarize • judge text critically 	#18 Tale of the Sun p. 86 #76 Tree Cookies p.327 #77 Trees in Trouble p.332 #86 Our Changing World p.375 #89 Trees for Many Reasons p.387 #90 Native Ways p.389
RLA.O.5.1.09	determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize author's/reader's purpose.	
RLA.O.5.1.10	compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts.	#18 Tale of the Sun p. 86 #58 There Ought to be a Law p.249 #78 Signs of Fall p.337 #89 Trees for Many Reasons p.387 #90 Native Ways p.389
RLA.O.5.1.11	identify literary techniques used to interpret literature (e.g., compare/contrast or cause/effect).	
RLA.O.5.1.12	read and understand various types of poetry.	
RLA.O.5.1.13	identify the parts of a book, know their purposes and locate information (e.g., table of contents, index, glossary).	
RLA.O.5.1.14	classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).	#76 Tree Cookies p.327
RLA.O.5.1.15	increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.	
Standard 2:	Writing	

RLA.S.5.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page
RLA.O.5.2.01	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan and develop a 3 – 5 paragraph composition.	#86 Our Changing World p.375
RLA.O.5.2.02	arrange thoughts and ideas in graphic representations to plan and write a product.	#51 Make Your Own Paper p.224 #53 On the Move p.232 #56 We Can Work It Out p.241 #60 Publicize It! p.256 #77 Trees in Trouble p.332 #78 Signs of Fall p.337 #86 Our Changing World p.375
RLA.O.5.2.03	from a prompt, use the writing process to develop a 3-5 paragraph composition with an introductory paragraph, supporting detail paragraph(s), and concluding paragraph that incorporates specific, relevant details .	
RLA.O.5.2.04	use the five-step writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter).	#49 Tropical Treehouse p.207 #60 Publicize It! p.256 #78 Signs of Fall p.337 #80 Nothing Succeeds Like Succession p.345 #86 Our Changing World p.375

RLA.O.5.2.05	<p>write and edit the mechanics and grammar of a variety of sentence types:</p> <ul style="list-style-type: none"> • simple • compound • declarative • exclamatory • imperative • interrogative 	<p>#2 Get in Touch with Trees p. 20 #24 Nature’s Recyclers p.108 #49 Tropical Treehouse p.207 #51 Make Your Own Paper p.224 #56 We Can Work it Out p.241 #60 Publicize It! p.256 #77 Trees in Trouble p.332 #78 Signs of Fall p.337 #79 Tree Lifecycle p.341 #80 Nothing Succeeds Like Succession p.345 #86 Our Changing World p.375 #90 Native Ways p.389</p>
RLA.O.5.2.06	select and use a variety of resource materials to plan and deliver a short research project, citing references.	<p>#24 Nature’s Recyclers p.108 #49 Tropical Treehouse p.207</p>
RLA.O.5.2.07	draft analogies, illustrations, examples, or anecdotes to respond to an oral, visual, or written prompt.	<p>#5 Poet-Tree p. 31 #21 Adopt A Tree p. 97 #45 Web of Life p.194 #78 Signs of Fall p.337 #90 Native Ways p.389</p>
RLA.O.5.2.08	use basic transitional words to signal organization of a composition.	<p>#44 Water Wonders p.188 #79 Tree Lifecycle p.341 #90 Native Ways p.389</p>
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.5.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
Objectives	Students will	PLT Activity and Page

RLA.O.5.3.01	<p>exhibit effective oral communication skills (e.g., rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • readers theater • choral reading • personal narratives • recitations (poetry, historical documents) • dramatizations 	<p>#51 Make Your Own Paper p.224 #53 On the Move p.232 #56 We Can Work it Out p.241 #60 Publicize It! p.256 #77 Trees in Trouble p.332 #78 Signs of Fall p.337 #86 Our Changing World p.375</p>
RLA.O.5.3.02	compare and contrast personal experiences to oral/visual information.	<p>#2 Get in Touch with Trees p. 20 #5 Poet-Tree p. 31 #53 On the Move p.232 #56 We Can Work It Out p.241 #75 Tipi Talk p.320 #78 Signs of Fall p.337</p>
RLA.O.5.3.03	listen and respond to different literary forms and speakers (e.g. summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).	<p>#4 Sounds Around p.26 #60 Publicize It! p.256 #75 Tipi Talk p.320 #77 Trees in Trouble p.332 #78 Signs of Fall p.337 #90 Native Ways p.389</p>
RLA.O.5.3.04	create an age-appropriate media product that demonstrates format, purpose, and audience.	<p>#56 We Can Work It Out p.241 #60 Publicize It! p.256 #77 Trees in Trouble p.332 #86 Our Changing World p.375</p>

SIXTH GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:		
Standard 1:	Reading	
RLA. S.6.1	Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> • identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and employing a wide variety of literature in developing independent readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.6.1.01	use connotation and denotation to understand meaning.	#17 People Of The Forest p. 82 #76 Tree Cookies p.327 #80 Nothing Succeeds Like Succession p.345
RLA.O.6.1.02	use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.	
RLA.O.6.1.03	use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms).	
RLA.O.6.1.04	select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: <ul style="list-style-type: none"> • myth • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales 	#18 Tale of the Sun p. 86 #89 Trees for Many Reasons p.387
RLA.O.6.1.05	use pre-reading strategies to analyze text for the type and structure of text to determine comprehension strategies: <ul style="list-style-type: none"> • previewing • activating prior knowledge • questioning • skimming • scanning 	#18 Tale of the Sun p. 86

RLA.O.6.1.06	<p>differentiate and apply comprehension strategies in literary and informational texts to</p> <ul style="list-style-type: none"> • use prior knowledge • draw conclusions • interpret meaning • determine cause and effect • judge text critically 	<p>#2 Get in Touch with Trees p. 20 #7 Habitat Pen Pals p. 37 #18 Tale of the Sun p. 86 #76 Tree Cookies p.327 #77 Trees in Trouble p.332 #86 Our Changing World p.375 #89 Trees for Many Reasons p.387 #90 Native Ways p.389</p>
RLA.O.6.1.07	determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose.	
RLA.O.6.1.08	interpret the actions, behaviors and motives of characters in literary texts.	
RLA.O.6.1.09	determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum.	
RLA.O.6.1.10	evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.	<p>#17 People Of The Forest p. 82 #18 Tale of the Sun p. 86 #58 There Ought to be a Law p.249 #78 Signs of Fall p.337 #89 Trees for Many Reasons p.387 #90 Native Ways p.389</p>
RLA.O.6.1.11	identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text.	
RLA.O.6.1.12	characterize and classify various types of poetry.	#5 Poet-Tree p. 31
RLA.O.6.1.13	identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).	#59 Power of Print p. 253
RLA.O.6.1.14	use graphic organizers to create, develop, interpret and organize information (e.g., tables, graphs, diagrams, charts).	#2 Get in Touch with Trees p. 20
RLA.O.6.1.15	increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.	
Standard 2:	Writing	

RLA.S.6.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page
RLA.O.6.2.01	use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail.	#7 Habitat Pen Pals p. 37 #9 Planet Diversity p. 45 #11 Can It Be Real? p. 54 #13 We All Need Trees p. 65
RLA.O.6.2.02	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks: <ul style="list-style-type: none"> • compositions • personal narratives • brochures • speeches • poetry 	#2 Get in Touch with Trees p. 20 #57 Democracy in Action p.245 #86 Our Changing World p.375
RLA.O.6.2.03	from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.	#7 Habitat Pen Pals p. 37
RLA.O.6.2.04	use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).	#49 Tropical Treehouse p.207 #60 Publicize It! p.256 #78 Signs of Fall p.337 #80 Nothing Succeeds Like Succession p.345 #86 Our Changing World p.375
RLA.O.6.2.05	use analogies, illustrations, examples, or anecdotes to enhance written communication.	#2 Get in Touch with Trees p. 20 #5 Poet-Tree p. 31
RLA.O.6.2.06	edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.	#5 Poet-Tree p. 31 #21 Adopt A Tree p. 97

RLA.O.6.2.07	develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.	
RLA.O.6.2.08	demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task.	#7 Habitat Pen Pals p. 37
RLA.O.6.2.09	credit sources of information by citing references using various formats, (e.g., footnotes, bibliography).	
RLA.O.6.2.10	select and use a variety of resource materials to plan, develop, and deliver a research project using computer-generated graphic aids.	#35 Loving It Too Much p. 147
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.6.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
Objectives	Students will	PLT Activity and Page
RLA.O.6.3.01	<p>exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> • compositions • personal narratives • brochures • speeches • poetry 	<p>#4 Sounds Around p. 26 #5 Poet-Tree p. 31 #7 Habitat Pen Pals p. 37 #9 Planet Diversity p. 45 #11 Can It Be Real? p. 54 #13 We All Need Trees p. 65 #16 Pass The Plants, Please p. 77 #19 Viewpoints on the Line p. 89 #51 Make Your Own Paper p.224 #53 On the Move p.232 #56 We Can Work It Out p.241 #60 Publicize It! p.256 #77 Trees in Trouble p.332 #78 Signs of Fall p.337 #86 Our Changing World p.375</p>
RLA.O.6.3.02	retell and create original, simple and detailed sequential stories.	#8 The Forest of S.T. Shrew p. 40 #18 Tale of the Sun p. 86

RLA.O.6.3.03	interpret spoken text in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a speaker, informational video, televised interview, radio news program).	#8 The Forest of S.T. Shrew p. 40 #9 Planet Diversity p. 45 #11 Can It Be Real? p. 54
RLA.O.6.3.04	perform a variety of roles in group discussions including active listener and discussion leader.	#2 Get in Touch with Trees p. 20 #5 Poet-Tree p. 31 #7 Habitat Pen Pals p. 37 #9 Planet Diversity p. 45 #11 Can It Be Real? p. 54 #13 We All Need Trees p. 65 #16 Pass The Plants, Please p. 77 #19 Viewpoints on the Line p. 89
RLA.O.6.3.05	create and present an age-appropriate media product that demonstrates format, purpose, and audience.	#4 Sounds Around p. 26 #5 Poet-Tree p. 31 #9 Planet Diversity p. 45 #13 We All Need Trees p. 65 #21 Adopt A Tree p. 97 #56 We Can Work It Out p.241 #60 Publicize It! p.256 #77 Trees in Trouble p.332 #86 Our Changing World p.375

SEVENTH GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:	Reading	
RLA.S.7.1	Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> • identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and • employing a wide variety of literature in developing independent readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.7.1.01	compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and uncomplicated passages.	#5 Poet Tree p.31 #59 Power of Print p.253 #90 Native Ways p.389 #91 In the Good Old Days p.396 #92 A Look at Lifestyles p.401 #94 By the Rivers of Babylon p.411
RLA.O.7.1.02	use Greek and Latin roots, prefixes and suffixes to determine the meaning of words, understand words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.	
RLA.O.7.1.03	classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: <ul style="list-style-type: none"> • fiction • nonfiction • myths, poems • fantasies • biographies • autobiographies • science fiction, tall tale • supernatural tales 	#5 Poet Tree p.31 #49 Tropical Treehouse p.207 #89 Trees for Many Reasons p.387

RLA.O.7.1.04	<p>use pre-reading strategies (e.g., generating questions, previewing, activating and evaluating prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of texts by</p> <ul style="list-style-type: none"> • generalizing to establish a purpose for reading • interpreting the relationship between graphic aids and text • making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids 	<p>#5 Poet Tree p. 31 #11 Can It Be real? p. 54 #33 Forest Consequences p. 138</p>
RLA.O.7.1.05	<p>determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose:</p> <ul style="list-style-type: none"> • plot • character • setting • conflict • rising and falling action • climax • resolution • point of view • antagonist • protagonist • hero 	
RLA.O.7.1.06	<p>relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.</p>	<p>#5 Poet Tree p. 31</p>
RLA.O.7.1.07	<p>summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).</p>	<p>#5 Poet Tree p.31 #26 Dynamic Duos p.113 #40 Then and Now p.174 #42 Sunlight & Shades of Green p.182 #94 By the Rivers of Babylon p.411</p>
RLA.O.7.1.08	<p>examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text</p>	
RLA.O.7.1.09	<p>read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic), and recognize the elements to derive meaning of poetry.</p>	<p>#4 Sounds around p. 26 #5 Poet-Tree p. 31</p>
RLA.O.7.1.10	<p>use examples, and details in practical texts to make inferences and logical predictions about outcomes of procedures in such texts.</p>	<p>#4 Sounds around p. 26</p>
RLA.O.7.1.11	<p>critique the usefulness of the form, and content of practical texts.</p>	

RLA.O.7.1.12	increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction.	#4 Sounds around p. 26 #45 Web of Life p.194 #71 Watch on Wetlands p.303 #76 Tree Cookies p.327 #89 Trees for many reasons p.387 #90 Native Ways p.389 #91 In the good old days p.396 #92 A look at lifestyles p.401 #94 By the Rivers of Babylon p.411
Standard 2:	Writing	
RLA.S.7.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 	
Objectives	Students will	PLT Activity and Page
RLA.O.7.2.01	use note-taking strategies including paraphrasing and summarizing to develop a written composition.	#5 Poet-Tree p.31 #35 Loving It Too Much p.47
RLA.O.7.2.02	using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).	#5 Poet-Tree p.31 #35 Loving It Too Much p.47
RLA.O.7.2.03	use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations).	#5 Poet-Tree p.31 #42 Sunlight & Shades of Green p.182
RLA.O.7.2.04	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches, and develop expository and persuasive writing tasks: <ul style="list-style-type: none"> • compositions • brochures • display ads • commercials • speeches • poetry 	#5 Poet-Tree p.31 #60 Publicize it! p.256

RLA.O.7.2.05	from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.	#5 Poet-Tree	p.31
RLA.O.7.2.06	use sophisticated transitional words and cues to signal organization of a composition.		
RLA.O.7.2.07	identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements).		
RLA.O.7.2.08	understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.		
RLA.O.7.2.09	document sources of information using a provided bibliographic format.		
RLA.O.7.2.10	select and use a variety of resource materials to plan, develop, and deliver a research project (3 pages) with documented sources, using computer-generated graphic aids.		
Standard 3:	Listening, Speaking and Media Literacy		
RLA.S.7.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.		
Objectives	Students will	PLT Activity and Page	
RLA.O.7.3.01	demonstrate effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through presentation of <ul style="list-style-type: none"> • compositions • reports • scripts • dramatizations 	#5 Poet-Tree	p.31
		#55 Planning the ideal community	p.239
		#56 We Can Work It Out	p.241
		#58 There Ought to Be a Law	p.249
		#60 Publicize It!	p.256
		#95 Did You Notice?	p.414
		#96 Improve Your Place	p.418

RLA.O.7.3.02	use oral/visual information to research, explore, question and imagine a topic.	#11 Can It Be Real? p.54 #17 People of the Forest p.82 #51 Make your own paper p.224 #55 Planning the Ideal Community p.239 #56 We Can Work It Out p.241 #58 There Ought To Be a Law p.249 #93 Paper Civilizations p.407 #95 Did You Notice? p.414 #96 Improve Your Place p.418
RLA.O.7.3.03	distinguish between private and public information in research and reporting.	#35 Loving It Too Much p.147 #55 Planning the Ideal Community p.239 #56 We Can Work It Out p.241
RLA.O.7.3.04	listen and observe in order to comprehend and express a point-of-view concerning the topic, purpose and medium (e.g., of a guest speaker, informational video, televised interview, radio news program).	#59 Power of Print p.253
RLA.O.7.3.05	evaluate information to reach consensus in group discussions or settings.	#33 Forest Consequences p.138
RLA.O.7.3.06	plan, create and present an age-appropriate media product that demonstrates format, purpose, and audience.	#58 There Ought To Be a Law p.249

EIGHTH GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:	Reading	
RLA. S.8.1	Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> identifying and using the dimensions of reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and employing a wide variety of literature in developing independence as readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.8.1.01	compare/contrast connotation and denotation in complex passages to understand and enhance meaning of words, sentences and shorter passages.	#5 Poet-Tree p.31
RLA.O.8.1.02	use knowledge of Greek and Latin roots, prefixes and suffixes to determine the meaning of words, spell words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.	
RLA.O.8.1.03	use etymology, context clues, affixes, synonyms or antonyms to increase grade appropriate vocabulary.	
RLA.O.8.1.04	analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: <ul style="list-style-type: none"> fiction nonfiction myths fantasies biographies autobiographies science fiction tall tales supernatural tales 	#5 Poet-Tree p.31

RLA.O.8.1.05	<p>use pre-reading and comprehension strategies (e.g., generating questions and previewing, activating and evaluating prior knowledge and scanning or skimming texts) to critically analyze and evaluate the composition of literary and informational texts for</p> <ul style="list-style-type: none"> • making judgments • hypothesizing • making complex or abstract summaries 	<p>#5 Poet-Tree p.31 #11 Can It Be Real? p.54</p>
RLA.O.8.1.06	<p>determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose:</p> <ul style="list-style-type: none"> • theme • character • setting • internal conflict • rising and falling action • point of view • antagonist • protagonist • hero 	
RLA.O.8.1.07	<p>analyze and draw parallels between common themes across a variety of literature and information text (e.g., friendship, honesty, loyalty, survival).</p>	<p>#5 Poet-Tree p.31</p>
RLA.O.8.1.08	<p>recognize connections among ideas in literary and informational text (e.g. text to self, text-to-text, text to world connection) and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.</p>	<p>#5 Poet-Tree p.31 #59 Power of Print p.253</p>
RLA.O.8.1.09	<p>summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).</p>	<p>#5 Poet-Tree p.31 #26 Dynamic Duos p.113 #42 Sunlight & Shades of Green p.182</p>
RLA.O.8.1.10	<p>evaluate the effect of figurative language in text.</p>	
RLA.O.8.1.11	<p>read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic) and interpret elements (e.g., lines, stanzas, rhythm, meter or rhyme) to derive meaning of poetry.</p>	<p>#4 Sounds Around p.26 #5 Poet-Tree p.31</p>

RLA.O.8.1.12	identify literary technique used to interpret literature: <ul style="list-style-type: none"> • irony • satire • persuasive language • analogies 	#5 Poet-Tree	p.31
RLA.O.8.1.13	use examples and details in practical texts to make inferences and logical predications about outcomes of procedures in such texts.	#4 Sounds Around	p.26
RLA.O.8.1.14	critique the usefulness of the form and content of practical texts and judge the importance of certain steps and procedures in such texts.		
RLA.O.8.1.15	increase amount of independent reading and select appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze relationships among more complex ideas generated while reading.		
Standard 2:	Writing		
RLA.S.8.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 		
Objectives	Students will	PLT Activity and Page	
RLA.O.8.2.01	use notes to create an outline for developing a written and/or oral presentation noting the inclusion of computer graphics.	#5 Poet-Tree	p.31
RLA.O.8.2.02	analyze how analogies, illustrations, examples, and anecdotes are used to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations).	#5 Poet-Tree #42 Sunlight & Shades of Green	p.31 p.182
RLA.O.8.2.03	use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length, change sentence order, eliminate organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea.	#5 Poet-Tree	p.31

RLA.O.8.2.04	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice.	#5 Poet-Tree	p.31
RLA.O.8.2.05	from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details, and vivid, precise words.	#5 Poet-Tree	p.31
RLA.O.8.2.06	recognize and write a simple thesis statement.		
RLA.O.8.2.07	independently resolve information conflicts and validate information through assessing, researching and comparing data.	#5 Power of Print	p.253
RLA.O.8.2.08	conduct research by gathering, evaluating, and synthesizing data from a variety of sources: <ul style="list-style-type: none"> • Internet • databases for periodicals/newspapers • interviews • reference books • card catalogue • miscellaneous resource materials 	#4 Sounds Around #17 People of the Forest	p.26 p.82
RLA.O.8.2.09	select and use a variety of resource materials to plan, develop, and deliver a research project (5 pages) with documented sources, using multiple computer-generated graphic aids.	#60 Publicize It!	p.256
Standard 3:	Listening, Speaking and Media Literacy		
RLA.S.8.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.		
Objectives	Students will	PLT Activity and Page	
RLA.O.8.3.01	model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of <ul style="list-style-type: none"> • compositions • reports • scripts 	#5 Poet-Tree	p.31
RLA.O.8.3.02	present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).	#11 Can It Be Real? #17 People of the Forest	p.54 p.82

RLA.O.8.3.03	critique oral/visual information presented, relate personal experiences and apply the information to global situations.	#5 Poet-Tree p.31 #33 Forest Consequences p.138
RLA.O.8.3.04	listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program).	#55 Planning the Ideal Community p.239
RLA.O.8.3.05	perform a variety of roles in group discussions: <ul style="list-style-type: none"> • collaboration • facilitation • persuasion 	#33 Forest Consequences p.138 #55 Planning the Ideal Community p.239 #56 We Can Work It Out p.241
RLA.O.8.3.06	properly use private and public information.	
RLA.O.8.3.07	plan, create, organize, and present an age-appropriate media product that demonstrates format, purpose, and audience.	