



**Correlation of Common Core State Standards for English Language Arts (ELA)
and Project Learning Tree's
Exploring Environmental Issues: Focus on Forests**

Anchor Standards for Reading	Focus on Forests Module
Key Ideas and Details:	Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Reading Standard for Informational Text #1 (RI 1): Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading Standard for Informational Text #2 (RI 2): Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By

<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.</p>	<p>Reading Standard for Informational Text #3 (RI 3):</p> <p>Story of Succession Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>
<p>Craft and Structure:</p>	<p>Grades 9-12</p>
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Reading Standard for Informational Text #4 (RI 4):</p> <p>Monitoring Forest Health Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Reading Standard for Informational Text #5 (RI 5):</p> <p>Tough Choices Forest Invaders Climate Change and Forests</p>

<p>6. Assess how point of view or purpose shapes the content and style of text.</p>	<p>Reading Standard for Informational Text #6 (RI 6):</p> <p>Tough Choices The Nature of Fire Forest Invaders Climate Change and Forests Words to Live By</p>
<p>Integration of Knowledge and Ideas:</p>	<p>Grades 9-12</p>
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Reading Standard for Informational Text #7 (RI 7):</p> <p>Story of Succession Who Owns America's Forests? The Nature of Fire Forest to Faucet Forest Invaders</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Reading Standard for Informational Text #8 (RI 8):</p> <p>Tough Choices</p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>Reading Standard for Informational Text #9 (RI 9):</p>
<p>Range of Reading and Level of Text Complexity:</p>	<p>Grades 9-12</p>
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Reading Standard for Informational Text #10 (RI 10):</p>

Anchor Standards for Writing	Focus on Forests Module
Text Types and Purposes:	Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i>
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing Standard #1 (W 1): Tough Choices-Enrichment #1 Forest Invaders Climate Change and Forests
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing Standard #2 (W 2): Monitoring Forest Health-Enrichment #4 Story of Succession Who Owns America's Forests? Tough Choices-Enrichment #1 The Nature of Fire Forest Invaders Climate Change and Forests
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing Standard #3 (W 3):

Production and Distribution of Writing:	Grades 9-12
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Writing Standard #4 (W 4):</p> <p>Monitoring Forest Health-Enrichment #4</p> <p>Story of Succession</p> <p>Who Owns America's Forests?</p> <p>Tough Choices-Enrichment #1</p> <p>The Nature of Fire</p> <p>Forest Invaders</p> <p>Climate Change and Forests</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Writing Standard #5 (W 5):</p> <p>Monitoring Forest Health-Enrichment #4</p> <p>Story of Succession</p> <p>Who Owns America's Forests?</p> <p>Tough Choices-Enrichment #1</p> <p>The Nature of Fire</p> <p>Forest Invaders</p> <p>Climate Change and Forests</p>
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Writing Standard #6 (W 6):</p> <p>Monitoring Forest Health-Enrichment #4</p> <p>Story of Succession</p> <p>Who Owns America's Forests?</p> <p>Tough Choices-Enrichment #1</p> <p>The Nature of Fire</p> <p>Forest Invaders</p>

Research to Build and Present Knowledge:	Grades 9-12
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<p>Writing Standard #7 (W 7):</p> <p>Who Owns America's Forests? Tough Choices-Enrichment #1</p> <p>The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<p>Writing Standard #8 (W 8):</p> <p>Who Owns America's Forests? Tough Choices-Enrichment #1</p> <p>The Nature of Fire Forest Invaders Climate Change and Forests</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>Writing Standard #9 (W 9):</p> <p>Who Owns America's Forests? Tough Choices-Enrichment #1</p> <p>The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>

Range of Writing:	Grades 9-12
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Writing Standard #10 (W 10):</p> <p>Monitoring Forest Health-Enrichment #4</p> <p>Story of Succession</p> <p>Who Owns America's Forests?</p> <p>Tough Choices</p> <p>The Nature of Fire</p> <p>Forest Invaders</p> <p>Climate Change and Forests</p>

Anchor Standards for Speaking and Listening	Focus on Forests Module
Comprehension and Collaboration:	Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i>
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening Standard #1 (SL 1): Monitoring Forest Health Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Speaking & Listening Standard #2 (SL 2): Monitoring Forest Health Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Speaking & Listening Standard #3 (SL 3): Tough Choices The Nature of Fire Forest Invaders Climate Change and Forests Words to Live By

Presentation of Knowledge and Ideas:	Grades 9-12
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Speaking & Listening Standard #4 (SL 4):</p> <p>Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest Invaders Climate Change and Forests</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Speaking & Listening Standard #5 (SL 5):</p> <p>Story of Succession Who Owns America's Forests? The Nature of Fire Forest Invaders</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Speaking & Listening Standard #6 (SL 6):</p> <p>Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest Invaders Climate Change and Forests</p>

Anchor Standards for Language	Focus on Forests Module
Conventions of Standard English:	Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language Standard #1 (L 1): Monitoring Forest Health-Enrichment #4 Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language Standard #2 (L 2): Monitoring Forest Health-Enrichment #4 Story of Succession Who Owns America's Forests? Tough Choices-Enrichment #1 The Nature of Fire Forest Invaders Climate Change and Forests Words to Live By

Knowledge of Language:	Grades 9-12
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning of style, and to comprehend more fully when reading or listening.	<p>Language Standard #3 (L 3):</p> <p>Monitoring Forest Health-Enrichment #4 Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>
Vocabulary Acquisition and Use:	Grades 9-12
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.	<p>Language Standard #4 (L 4):</p> <p>Monitoring Forest Health Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>

<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Language Standard #5 (L 5):</p> <p>The Nature of Fire Forest Invaders Climate Change and Forests Words to Live By</p>
<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Language Standard #6 (L 6):</p> <p>Monitoring Forest Health Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Literacy in History/Social Studies (RH)	Focus on Forests Module Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i>
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	Reading Standard for History/Social Studies #1 (RH 1): Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Reading Standard for History/Social Studies #2 (RH 2): Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By

<p>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Reading Standard for History/Social Studies #3 (RH 3):</p> <p>Story of Succession Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>
<p>Craft and Structure</p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Reading Standard for History/Social Studies #4 (RH 4):</p> <p>Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>
<p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p>Reading Standard for History/Social Studies #5 (RH 5):</p> <p>Tough Choices-Enrichment #1 Climate Change and Forests</p>

<p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>Reading Standard for History/Social Studies #6 (RH 6):</p> <p>Tough Choices-Enrichment #1 Forest Invaders Climate Change and Forests Words to Live By</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Reading Standard for History/Social Studies #7 (RH 7):</p> <p>Story of Succession Who Owns America's Forests? The Nature of Fire Forest to Faucet Forest Invaders</p>
<p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>Reading Standard for History/Social Studies #8 (RH 8):</p> <p>Tough Choices</p>
<p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Reading Standard for History/Social Studies #9 (RH 9):</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>Reading Standard for History/Social Studies #10 (RH 10):</p>

Reading Standards for Literacy in Science and Technical Subjects (RST)	Focus on Forests Module Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i>
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of science and technical texts.	Reading Standard for Science and Technical Subjects #1 (RST 1): Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Reading Standard for Science and Technical Subjects #2 (RST 2): Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Reading Standard for Science and Technical Subjects #3 (RST 3): Monitoring Forest Health

Craft and Structure	
<p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	<p>Reading Standard for Science and Technical Subjects #4 (RST 4):</p> <p>Monitoring Forest Health Story of Succession Who Owns America's Forests? Tough Choices The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>
<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>	<p>Reading Standard for Science and Technical Subjects #5 (RST 5):</p> <p>Tough Choices Climate Change and Forests</p>
<p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p>Reading Standard for Science and Technical Subjects #6 (RST 6):</p> <p>Tough Choices Climate Change and Forests Words to Live By</p>

Integration of Knowledge and Ideas	
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Reading Standard for Science and Technical Subjects #7 (RST 7): Story of Succession Who Owns America's Forests? The Nature of Fire Forest to Faucet Forest Invaders
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Reading Standard for Science and Technical Subjects #8 (RST 8): Tough Choices
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Reading Standard for Science and Technical Subjects #9 (RST 9): Story of Succession
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Reading Standard for Science and Technical Subjects #10 (RST 10):

<p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)</p>	<p>Focus on Forests Module</p> <p>Grades 9-12 <i>(Bold activity names have a strong correlation to the standard.)</i></p>
<p>Key Ideas and Details</p>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #1 (WHST 1):</p> <p>Tough Choices-Enrichment #1 Forest Invaders Climate Change and Forests</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #2 (WHST 2):</p> <p>Monitoring Forest Health-Enrichment #4 Story of Succession Who Owns America's Forests? Tough Choices-Enrichment #1 The Nature of Fire Forest Invaders Climate Change and Forests</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #3 (WHST 3):</p> <p>Not applicable as a separate requirement.</p>

Craft and Structure	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #4 (WHST 4):</p> <p>Monitoring Forest Health-Enrichment #4 Story of Succession Who Owns America's Forests? Tough Choices-Enrichment #1 The Nature of Fire Forest Invaders Climate Change and Forests</p>
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #5 (WHST 5):</p> <p>Monitoring Forest Health-Enrichment #4 Story of Succession Who Owns America's Forests? Tough Choices-Enrichment #1 The Nature of Fire Forest Invaders Climate Change and Forests</p>
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #6 (WHST 6):</p> <p>Monitoring Forest Health-Enrichment #4 Story of Succession Who Owns America's Forests? Tough Choices-Enrichment #1 The Nature of Fire Forest Invaders</p>

Integration of Knowledge and Ideas	
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #7 (WHST 7):</p> <p>Who Owns America's Forests? Tough Choices-Enrichment #1</p> <p>The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #8 (WHST 8):</p> <p>Who Owns America's Forests? Tough Choices-Enrichment #1</p> <p>The Nature of Fire Forest Invaders</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Writing Standard for History/Social Studies, Science, and Technical Subjects #9 (WHST 9):</p> <p>Who Owns America's Forests? Tough Choices-Enrichment #1</p> <p>The Nature of Fire Forest to Faucet Forest Invaders Climate Change and Forests Words to Live By</p>

Range of Reading and Level of Text Complexity	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Writing Standard for History/Social Studies, Science, & Technical Subjects #10 (WHST 10):</p> <p>Monitoring Forest Health-Enrichment #4</p> <p>Story of Succession</p> <p>Who Owns America's Forests?</p> <p>Tough Choices</p> <p>The Nature of Fire</p> <p>Forest Invaders</p> <p>Climate Change and Forests</p>

End of Correlation