

# **Correlation of Common Core Standards with Project Learning Tree's PreK-8 Environmental Education Activity Guide**

Project Learning Tree (PLT) activities will help you address many of the Common Core State Standards. This correlation document allows you to easily find the PLT activities that address specific standards by grade. To view the Common Core State Standards, please click here <http://www.corestandards.org/>.

The PLT activity numbers in **bold** on the chart have a strong correlation to the particular standard. PLT activity numbers that are not bold address the standard, but are not sufficient to meet the standard. Please note that PLT activity numbers correspond to the chronological order of the activities in the PLT Guide, and not to the page number.

PLT's activities are designed to be infused into your existing curriculum so they can reinforce language arts, math, science, and social studies concepts; can provide hands-on lessons; can engage students to think critically; and can carry out observations and experiments.

The correlations are based on the way the activity is written. They do not take into account the myriad ways a teacher could modify an activity to address a standard more directly or completely. In addition, if the content of the standard is referred to in the activity's background information, but if the students do not act on the information in the written activity, it is not included in the correlations.

## **Math Correlation Chart**

Approximately one third of the PLT activities include a math component, ranging in concepts covered from kindergarten to eight grade. Students may often wonder why they should care about learning a certain math concept. The math components of PLT activities give such students a chance to see "real-world" applications of math. Through PLT activities, students count tree rings, discover shapes in nature, learn about the exponential growth of invasive species, measure and graph plant growth under various conditions, learn about volume as they investigate water conservation, and more.

The correlation chart for mathematics has a designated page for each grade level. The chart states the broad math domain as well as the cluster standards. This level of specificity should help educators so they quickly find the PLT activities that address particular math concepts and standards.

## **English Language Arts Correlation Chart**

Results for multiple grades have been aggregated on the correlation chart for English language arts in the following way: kindergarten through second grade, third through fifth grade, and sixth through eighth grade. At the beginning of each PLT activity, grade levels for various parts of the activity are indicated. PLT activities, however, can be geared up or down with slight modifications.

For simplicity, only the **Anchor Standards** are shown on the correlation chart for English language arts; however, when the correlations were completed, each activity was correlated to the specific standards that apply to each grade. For the Standards for Literacy in History/Social Studies, Science, and Technical Subjects (grades 6–8), specific standards are included on the table.

The Anchor Standards for Reading apply to both literature and informational texts. The correlation chart clearly indicates which PLT activities support the **Reading Standards for Literature (RL)** and which PLT activities support the **Reading Standards for Informational Texts (RI)**.

The **Reading Standards: Foundational Skills (RF)** and **Language Standards (L)** are not directly applicable to PLT activities; therefore, they were not included in the correlation chart.

Although the standards for language are not included on the correlation chart, educators can address Language Standards (L1, L2, L3, and L6 ) with any PLT activity that includes writing. Please see the Anchor Standards for Writing section of the correlation chart for a list of the PLT activities with writing components.

## **Project Learning Tree Reading Connections**

At the end of each PLT activity, relevant books are listed in a box titled “Reading Connections.” The books were selected to build on concepts learned in the activity and to assist teachers in meeting reading goals beyond any goal included in the actual activity. Additional books correlated to each activity, but not noted in the box, can be found at [www.plt.org](http://www.plt.org) under the PreK–8 Guide’s Resources.

PLT advocates the use of a wide variety of fiction and nonfiction books including the following:

- Folktales
- Myths and legends
- Content based
- Poetry
- Chants and songs
- Maps and charts
- Culturally diverse
- Global in scope

Several PLT activities include “read-alouds” to stimulate vocabulary and language development and to increase content knowledge. Read-alouds include stories for teachers to read out loud or for students to read to one another.

### **How to Get PLT’s PreK–8 Environmental Education Activity Guide**

Most Project Learning Tree curriculum materials are made available only through free or low-cost professional development workshops. This approach ensures the highest quality experience, while fulfilling existing needs for continuing education credits, in-service trainings, or professional development hours. Project Learning Tree workshops are organized through its network of sponsors, state coordinators, and facilitators. Visit [www.plt.org](http://www.plt.org) to contact your state coordinator and to learn about upcoming workshops.

### **Reviewers**

Dr. Robert Carter, Department of Curriculum and Instruction, Northern Illinois University

Stacey Clementz, Education Program Specialist, Champaign County Forest Preserve District, Homer, IL

Laura Downey, Kansas Association for Conservation and Environmental Education, Manhattan, KS

Jennifer Henderson, Math Teacher, Kilmer Middle School, Vienna, VA

Sarah Livesay, Environmental Education Association of Illinois, Urbana, IL

Betsy Ukeritis, New York State Department of Environmental Conservation, New York, NY

Dr. Patricia Vathis, Bureau of Curriculum, Pennsylvania Department of Education, Harrisburg, PA

Michelle Youngquist, Project Learning Tree Coordinator, Idaho Forest Products Commission, Boise, ID

### **Correlation Consultant**

Sheri Soyka, Soyka Consulting, Vienna, VA

## **Appendix #1**

### **Project Learning Tree Activities by Number:**

The activity titles below are hyperlinked to the PLT website, which offers resources specifically correlated to PLT activities. Simply select the title to be redirected to the supplemental resources collected for that activity on the PLT website.

1. [The Shape of Things](#)
2. [Get in Touch with Trees](#)
3. [Peppermint Beetle](#)
4. [Sounds Around](#)
5. [Poet-Tree](#)
6. [Picture This!](#)
7. [Habitat Pen Pals](#)
8. [The Forest of S.T. Shrew](#)
9. [Planet Diversity](#)
10. [Charting Diversity](#)
11. [Can It Be Real?](#)
12. [Invasive Species](#)
13. [We All Need Trees](#)
14. [Renewable or Not?](#)
15. [A Few of My Favorite Things](#)
16. [Pass the Plants, Please](#)
17. [People of the Forest](#)
18. [Tale of the Sun](#)
19. [Viewpoints on the Line](#)
20. [Environmental Exchange Box](#)
21. [Adopt a Tree](#)
22. [Trees as Habitats](#)
23. [The Fallen Log](#)
24. [Nature's Recyclers](#)
25. [Birds and Worms](#)
26. [Dynamic Duos](#)
27. [Every Tree for Itself](#)
28. [Air Plants](#)
29. [Rain Reasons](#)
30. [Three Cheers for Trees](#)
31. [Plant a Tree](#)
32. [A Forest of Many Uses](#)
33. [Forest Consequences](#)
34. [Who Works in this Forest?](#)
35. [Loving It Too Much](#)
36. [Pollution Search](#)
37. [Reduce, Reuse, Recycle](#)
38. [Every Drop Counts](#)
39. [Energy Sleuths](#)
40. [Then and Now](#)
41. [How Plants Grow](#)
42. [Sunlight and Shades of Green](#)
43. [Have Seeds, Will Travel](#)
44. [Water Wonders](#)
45. [Web of Life](#)
46. [Schoolyard Safari](#)
47. [Are Vacant Lots Vacant?](#)
48. [Field, Forest, and Stream](#)
49. [Tropical Treehouse](#)
50. [400-Acre Wood](#)
51. [Make Your Own Paper](#)
52. [A Look at Aluminum](#)
53. [On the Move](#)
54. [I'd Like to Visit a Place Where...](#)
55. [Planning the Ideal Community](#)
56. [We Can Work It Out](#)
57. [Democracy in Action](#)
58. [There Ought to Be a Law](#)
59. [Power of Print](#)
60. [Publicize It!](#)
61. [The Closer You Look](#)
62. [To Be a Tree](#)
63. [Tree Factory](#)
64. [Looking at Leaves](#)
65. [Bursting Buds](#)
66. [Germinating Giants](#)
67. [How Big Is Your Tree?](#)
68. [Name that Tree](#)
69. [Forest for the Trees](#)
70. [Soil Stories](#)
71. [Watch on Wetlands](#)
72. [Air We Breathe](#)
73. [Waste Watchers](#)
74. [People, Places, Things](#)
75. [Tipi Talk](#)
76. [Tree Cookies](#)
77. [Trees in Trouble](#)
78. [Signs of Fall](#)
79. [Tree Lifecycle](#)
80. [Nothing Succeeds Like Succession](#)
81. [Living with Fire](#)
82. [Resource-Go-Round](#)
83. [A Peek at Packaging](#)
84. [The Global Climate](#)
85. [In the Driver's Seat](#)
86. [Our Changing World](#)
87. [Earth Manners](#)
88. [Life on the Edge](#)
89. [Trees for Many Reasons](#)
90. [Native Ways](#)
91. [In the Good Old Days](#)
92. [A Look at Lifestyles](#)
93. [Paper Civilizations](#)
94. [By the Rivers of Babylon](#)
95. [Did You Notice?](#)
96. [Improve Your Place](#)