

| | | | | Language Arts correlations grades | | | | | | | | | | | | | | | | |
|--|-------------------------|--|--|--|---------------|-------------------|-------------------------|-----------------|--------------|--------------------|------------------------------------|---------------------|---------------|---------------|-----------------|-----------|--------|--|--|--|
| | | | | PreK-3 | PreK-6 | PreK-8 | PreK-6 | PreK-8 | K-6 | K-6 | Pre K-8 | PreK-5 | PreK-8 | PreK-6 | K-6 | PreK-4 | gr K-8 | | | |
| Grade K Correlations to Minnesota Academic Standards in Language Arts | | | | Project Learning Tree Activity (2006 edition) | | | | | | | | | | | | | | | | |
| | | | | 1 | 2 | 4 | 13 | 16 | 18 | 21 | 46 | 54 | 61 | 78 | 87 | 95 | | | | |
| | | | | page number (2006 edition) | | | | | | | | | | | | | | | | |
| | | | | The Shape of Things Get in Touch With Trees | Sounds Around | We All Need Trees | Pass the Plants, Please | Tale of the Sun | Adopt a Tree | School Yard Safari | I'd Like to Visit a Place Where... | The Closer You Look | Signs of Fall | Earth Manners | Did you Notice? | | | | | |
| strand | Sub-strand | Standard | benchmark | | | | | | | | | | | | | | | | | |
| K | I. Reading & Literature | A. Word Recognition, Analysis, and Fluency | The student will understand and apply knowledge of the sounds of the English language (phonemic awareness) and of the sound-symbol relationship (phonics). | 1. See, hear, say and write the basic sounds (phonemes) of the English language. | | | | | | | | | | | | | | | | |
| | | | | 2. Match consonant and short vowel sounds to appropriate letters, say the common sounds of most letters, and begin to write consonant-vowel-consonant words. | | | | | | | | | | | | | | | | |
| | | | | 3. Identify and name uppercase and lowercase letters of the alphabet. | | | | | | | | | | | | | | | | |
| | | | | 4. Identify beginning consonant sounds and ending sounds in single-syllable words. | | | | | | | | | | | | | | | | |
| | | | | 5. Identify, produce and say rhyming words in response to an oral prompt. | | | | | | | | | | | | | | | | |
| | | | | 6. Read 10 high-frequency words. | | | | | | | | | | | | | | | | |
| K | B. Vocabulary Expansion | The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies. | 1. Use words to describe and name people, places, and things. | | X | O | X | | X | X | X | X | O | X | X | X | | | | |
| | | | 2. Use words to describe location, size, color, shape and direction. | X | X | X | | X | X | X | X | O | X | X | | | | | | |
| | | | 3. Use words to describe actions. | | | | | X | X | | O | | X | X | X | | | | | |
| | | | 4. Use context to predict and infer word meanings. | | | | | X | | O | | | | | O | | | | | |
| | | | 5. Learn new words through explicit instruction. | | O | | | X | X | | X | O | O | X | O | | | | | |
| K | C. Comprehension | The student will listen to and understand the meaning of text. | 1. Demonstrate literal comprehension by asking and answering questions about narrative and informational text. | | X | O | | | X | | | X | | | X | O | | | | |
| | | | 2. Make predictions from illustrations and story content. | | | | | | X | | | | | | X | | | | | |
| | | | 3. Write or draw a response that demonstrates comprehension. | | | O | | X | X | X | | X | X | X | | | | | | |
| | | | 4. Relate texts to prior knowledge and experiences. | | | | | X | | | | X | | | X | | | | | |
| K | D. Literature | The student will read or listen to a variety of texts. | 1. Listen to and understand the meaning of texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from America, as well as from other countries. | | | O | | | X | | | | | X | | | | | | |

X = significant correlation
 O = some correlation

| | | | | Language Arts correlations grades | | | | | | | | | | | | | |
|---|-------------------------------------|--|---|---|---------------|-------------------|-------------------------|-----------------|--------------|--------------------|-----------------------------------|---------------------|---------------|---------------|-----------------|--------|-----|
| | | | | PreK-3 | PreK-6 | PreK-8 | PreK-6 | K-8 | K-6 | Pre K-8 | PreK-5 | PreK-8 | PreK-6 | K-6 | PreK-4 | gr K-8 | |
| Grade K Correlations to Minnesota Academic Standards in Language Arts | | | | Project Learning Tree Activity (2006 edition) | 1 | 2 | 4 | 13 | 16 | 18 | 21 | 46 | 54 | 61 | 78 | 87 | 95 |
| | | | | page number (2006 edition) | 17 | 20 | 26 | 65 | 77 | 86 | 97 | 197 | 236 | 263 | 337 | 378 | 414 |
| strand | Sub-strand | Standard | benchmark | The Shape of Things Get in Touch With Trees | Sounds Around | We All Need Trees | Pass the Plants, Please | Tale of the Sun | Adopt a Tree | School Yard Safari | 'd Like to Visit a Place Where... | The Closer You Look | Signs of Fall | Earth Manners | Did you Notice? | | |
| | | | 2. Identify main characters and story events and actions. | | O | | | X | | | | | | | X | | |
| | | | 3. Retell familiar stories using beginning, middle and end. | | | | | X | | | X | | | | | | |
| | | | 4. Respond to literature using details from the story to make personal connections. | | O | | | X | | | | | | | X | | |
| | | | 5. Listen to and look at literature for personal enjoyment. | | | | | X | | | | | | | X | | |
| K | II. Writing | A. Types of Writing (Writing is addressed in the "Word Recognition, Analysis and Fluency" section.) | | | | | | | | | | | | | | O | |
| K | | B. Elements of Composition (Standards under this heading may be locally | | | | | | | X | X | | | | | | | |
| K | | C. Spelling, Grammar, and Usage The student will begin to recognize correct spelling and punctuation. | 1. Use a period after sentences when prompted. | | | | | | | X | | | | | | O | |
| K | | | 2. Use knowledge of basic phonics to spell. | | | | | | | X | | | | | | | |
| K | | D. Research (Standards under this heading may be locally determined.) | | | | | | | | X | | | | | | O | |
| K | | E. Handwriting and Word Processing The student will form letters and numbers. | 1. Correctly form many of the uppercase and lowercase letters of the alphabet, monitor and discuss the differences. | | | | | | | | | X | | | | O | |
| K | | | 2. Correctly write the numbers zero through nine. | | | | | | | | | | | | | O | |
| K | | | 3. Write left to right and top to bottom. | | | | | | | | X | | | | | | |
| K | | | 4. Print his/her first and last names. | | | | | | | | | | | | | | |
| K | III. Speaking, Listening, & Viewing | A. Speaking and Listening The student will communicate effectively through listening and speaking. | 1. Participate in and follow agreed-upon rules for conversation and formal discussions. | X | X | O | X | X | O | O | X | X | X | X | O | X | |
| K | | | 2. Follow two-step directions. | X | X | O | | | O | | X | X | X | X | O | X | |
| K | | | 3. Attend to and understand the meaning of messages. | X | X | O | | X | | | X | X | | X | O | X | |
| K | | | 4. Communicate needs, feelings and ideas to peers and adults. | X | X | O | | X | X | X | X | X | O | X | O | X | |

X = significant correlation

O = some correlation

| | | | | Language Arts correlations grades | | | | | | | | | | | | | |
|--|------------|--|--|--|---------------|-------------------|-------------------------|-----------------|--------------|--------------------|------------------------------------|---------------------|---------------|---------------|-----------------|-----------|-----------|
| | | | | PreK-3 | PreK-6 | PreK-8 | PreK-6 | K-8 | K-6 | Pre K-8 | PreK-5 | PreK-8 | PreK-6 | K-6 | PreK-4 | gr K-8 | |
| Grade K Correlations to Minnesota Academic Standards in Language Arts | | | | Project Learning Tree Activity (2006 edition) | 1 | 2 | 4 | 13 | 16 | 18 | 21 | 46 | 54 | 61 | 78 | 87 | 95 |
| | | | | page number (2006 edition) | 17 | 20 | 26 | 65 | 77 | 86 | 97 | 197 | 236 | 263 | 337 | 378 | 414 |
| strand | Sub-strand | Standard | benchmark | The Shape of Things Get in Touch With Trees | Sounds Around | We All Need Trees | Pass the Plants, Please | Tale of the Sun | Adopt a Tree | School Yard Safari | I'd Like to Visit a Place Where... | The Closer You Look | Signs of Fall | Earth Manners | Did you Notice? | | |
| | | | 5. Recite and respond to poems, rhymes and songs. | | | | | | | | | | | | | | |
| | | | 6. Respond orally to language patterns in stories and poems. | | | | | X | | | | | | | | | |
| | | | 7. Use voice level appropriate for language situation. | | | O | | X | | | | | | | | | |
| | | | 8. Ask and respond to questions. | X | X | O | X | X | O | X | X | | X | O | X | | |
| K | B. Viewing | The student will become familiar with the structure of printed material. | 1. Follow print (words and text) from left to right and top to bottom. | | | | | | | | | X | | | | | O |
| | | | 2. Turn pages sequentially from front to back. | | | | | | | | | | | | | | |

The Project Learning Tree PreK-8 Activity Guide is written from a comprehensive environmental systems-based perspective and is multidisciplinary and cross-curricular in nature. Many lessons cover a wide spectrum of topics.

This correlations system represents PLT's interpretation of the Minnesota Academic Standards and their relation to the PLT PreK-8 Activity Guide (2006 revision). The activities are correlated to the Minnesota Academic Standards to illustrate the level to which the lessons address the learning benchmarks within the standards. No activities are designed to specifically meet the U.S. National Education Standards or the Minnesota Academic Standards. Individual educators are responsible for addressing specific requirements outlined within the Minnesota Academic Standards. Although each PLT activity provides assessment suggestions, individual educators are responsible for assessing student work. We strongly encourage all educators to modify lessons from the PLT Guide as they best see fit.

The grid below suggests correlations between each PLT activity and the MN Academic Benchmarks it addresses. An "x" means that the activity partially or fully addresses the concepts and language used in the Benchmark. An "o" means that the activity introduces the concepts and language used in the Benchmark.

We welcome your comments and suggestions regarding the accuracy and usefulness of this system.

We sincerely hope you will find these correlations useful as you integrate PLT activities into your curriculum.