

# English Language Arts

## STRAND 1: WRITING, SPEAKING, AND VISUAL EXPRESSION

Writing and speaking involve a complex process of inquiry and the discovery of meaning. Through writing, speaking, and visually expressing, students understand themselves, communicate with others, advance personal and professional goals, and participate in a democratic society. Effective communication requires an understanding of purpose and audience, and reflects well-developed ideas using appropriate conventions of genre, content, form, style, voice, and mechanics.

### STANDARD 1.1 Understand and practice writing as a recursive process.

**CE 1.1.2** Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

#### Project Learning Tree Activities

##### Biodiversity:

1. Global Invaders

##### Focus On Risk:

4. Risk Assessment: Tools of the Trade

5. Communicating Risk

##### Places We Live:

3. Mapping Your Community Through Time

7. Far-Reaching Decisions

**CE 1.1.3** Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

#### Project Learning Tree Activities

##### Biodiversity:

1. Global Invaders

2. Protected Areas: Issues and Analysis

##### Municipal Solid Waste:

1. The Waste Stream

2. Source Reduction

5. Waste-to-Energy

6. Landfills

8. Success Stories and Personal Choices

##### Focus On Risk:

1. What is Risk?

4. Risk Assessment: Tools of the Trade

5. Communicating Risk

6. Weighing the Options: A Look at Tradeoffs

7. Decision Making: Ecological Risk, Wildfires, and Natural Hazards

<p><b>CE 1.1.4</b> Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p>	<p><b>Project Learning Tree Activities</b>  <b>Biodiversity:</b>  1. Global Invaders  2. Protected Areas  <b>Focus On Risk:</b>  1. What is Risk?  2. Things Aren't Always What They Seem  4. Risk Assessment  5. Communicating Risk  6. Weighing The Options  <b>Municipal Solid Waste:</b>  2. Source Reduction  6. Landfills  <b>Places We Live:</b>  2. Community Character  3. Mapping Your Community Through Time</p>
<p><b>CE 1.1.8</b> Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p>	<p><b>Project Learning Tree Activities</b>  <b>Municipal Solid Waste:</b>  2. Source Reduction  5. Waste-to-Energy</p>

**STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.**

<p><b>CE 1.2.1</b> Write, speak, and use images and graphs to understand and discover complex ideas.</p>	<p><b>Project Learning Tree Activities</b>  <b>Biodiversity:</b>  1. Global Invaders  2. Protected Areas: Issues and Analysis  3. Potatoes, Pesticides, and Biodiversity  <b>Municipal Solid Waste:</b>  1. The Waste Stream  2. Source Reduction  5. Waste-to-Energy  6. Landfills  8. Success Stories and Personal Choices  <b>Focus On Risk:</b>  2. Things Aren't Always What They Seem  4. Risk Assessment: Tools of the Trade  5. Communicating Risk  6. Weighing The Options  <b>Places We Live:</b>  2. Community Character  3. Mapping Your Community Through Time</p>
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**CE 1.2.3** Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

**Project Learning Tree Activities**

**Focus On Risk:**

7. Decision Making: Ecological Risk, Wildfires, and Natural Hazards

**Places We Live:**

1. Personal Places

**STANDARD 1.3** Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

**CE 1.3.6** Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

**Project Learning Tree Activities**

**Biodiversity:**

1. Global Invaders
2. Protected Areas: Issues and Analysis

**Municipal Solid Waste:**

1. The Waste Stream
2. Source Reduction
5. Waste-to-Energy
6. Landfills
8. Success Stories and Personal Choices

**Focus on Risk:**

2. Things Aren't Always What They Seem
5. Communicating Risk
6. Weighing The Options
7. Decision Making: Ecological Risk, Wildfires, and Natural Hazards

Electromagnetic Fields

**Places We Live:**

2. Community Character
3. Mapping Your Community Through Time
4. Neighborhood Design
6. A Vision For The Future

**CE 1.3.7** Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

**Project Learning Tree Activities**

**Biodiversity:**

1. Global Invaders
2. Protected Areas

**Municipal Solid Waste:**

1. Waste Stream
2. Source Reduction
5. Waste-To- Energy
6. Landfills

**Focus On Risk:**

1. What is Risk?
2. Things Aren't Always What They Seem
4. Risk Assessment: Tools of the Trade
5. Communicating Risk
6. Weighing the Options: A Look at Tradeoffs
7. Decision Making: Ecological Risk, Wildfires, and Natural Hazards

Electromagnetic Fields

Chlorine: Looking at Tradeoffs

**Places We Live:**

2. Community Character
3. Mapping Your Community Through Time
5. Green Space
6. A Vision For The Future
7. Far-Reaching Decisions
8. Regional Community Issues: The Ogallala Aquifer

**CE 1.3.8** Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

**Project Learning Tree Activities**

**Biodiversity:**

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**Municipal Solid Waste:**

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2. Source Reduction
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6. Landfills

**Focus On Risk:**

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Electromagnetic Fields

Chlorine: Looking at Tradeoffs

**STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.**

**CE 1.4.1** Identify, explore, and refine topics and questions appropriate for research.

**Project Learning Tree Activities**

**Biodiversity:**

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3. Potatoes, Pesticides, and Biodiversity

**Municipal Solid Waste:**

5. Waste-to-Energy

**Focus On Risk:**

1. What is Risk?
2. Things Aren't Always What They Seem
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5. Communicating Risk
6. Weighing The Options
7. Decision Making

Electromagnetic Fields

**CE 1.4.2** Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

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**Municipal Solid Waste:**

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2. Source Reduction
5. Waste-to-Energy
6. Landfills
8. Success Stories and Personal Choices

**Focus On Risk:**

1. What is Risk?
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6. Weighing The Options
7. Decision Making

Electromagnetic Fields

**Places We Live:**

3. Mapping Your Community Through Time

<p><b>CE 1.4.4</b> Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p>	<p><b>Project Learning Tree Activities</b>  <b>Biodiversity:</b>  1. Global Invaders  2. Protected Areas: Issues and Analysis  3. Potatoes, Pesticides, and Biodiversity  <b>Focus on Risk:</b>  6. Weighing The Options  7. Decision Making: Ecological Risk, Wildfires, and Natural Hazards</p>
<p><b>CE 1.4.7</b> Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</p>	<p><b>Project Learning Tree Activities</b>  <b>Biodiversity:</b>  1. Global Invaders  2. Protected Areas: Issues and Analysis  <b>Focus On Risk:</b>  1. What is Risk?  2. Things Aren't Always What They Seem  5. Communicating Risk  7. Decision Making: Ecological Risk, Wildfires, and Natural Hazards  Electromagnetic Fields</p>

**STANDARD 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).**

**CE 1.5.1** Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

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**Municipal Solid Waste:**

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6. Landfills
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**Focus On Risk:**

5. Communicating Risk
6. Weiging The Options
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**Places We Live:**

6. A Vision For The Future
7. Far Reaching Desicions
8. Regional Community Issues: The Ogallala Aquifer

**CE 1.5.2** Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

**Project Learning Tree Activities**

**Biodiversity:**

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**Focus On Risk:**

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Electromagnetic Fields

**Places We Live:**

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**CE 1.5.3** Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

- Project Learning Tree Activities**  
**Places We Live:**  
 6. A Vision For The Future  
 7. Far Reaching Desicions  
 8. Regional Community Issues: The Ogallala Aquifer  
**Municipal Solid Waste:**  
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 6. Landfills  
**Focus On Risk:**  
 6. Weighing The Options  
 7. Decision Making: Ecological Risk, Wildfires, and Natural Hazards

**CE 1.5.4** Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

- Project Learning Tree Activities**  
**Municipal Solid Waste:**  
 5. Waste-to-Energy  
 6. Landfills  
**Places We Live:**  
 6. A Vision For The Future  
 7. Far Reaching Desicions  
 8. Regional Community Issues: The Ogallala Aquifer

**CE 1.5.5** Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

- Project Learning Tree Activities**  
**Municipal Solid Waste:**  
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 6. Landfills  
**Places We Live:**  
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 7. Far Reaching Desicions  
 8. Regional Community Issues: The Ogallala Aquifer

**STRAND 2: READING, LISTENING, AND VIEWING**

In constructing meaning while reading, listening, or viewing, students draw upon prior knowledge and engage complex skills and strategies of comprehension and interpretation, and critical thinking. They develop skill, confidence, and independence in understanding narrative and expository texts, including aural, visual, and multimodal works. Students synthesize information through reading, listening, and viewing and also generate new thinking.

**STANDARD 2.1 Develop critical reading, listening, and viewing strategies.**



**CE 2.1.10** Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

**Project Learning Tree Activities**

**Biodiversity:**

- 1. Global Invaders
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**Municipal Solid Waste:**

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- 5. Waste-to-Energy
- 8. Success Stories and Personal Choices

**Focus On Risk:**

- 1. What is Risk?
  - 2. Things Aren't Always What They Seem
  - 4. Risk Assessment: Tools of the Trade
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- Electromagnetic Fields  
Chlorine: Looking at Tradeoffs

**CE 2.1.11** Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

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**Biodiversity:**

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- 6. Landfills
- 8. Success Stories and Personal Choices

**Focus On Risk:**

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