

WILD Correlations: LANGUAGE ARTS GRADE K

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.1.1 Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.</p>	
<p>GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.</p> <p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p> <p>What's That, Habitat?, W56 - Students make drawings to learn the words used for the components of “habitat” and write simple sentences to describe what a habitat is.</p>

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p>GLE 0001.2.2 Develop critical speaking skills essential for effective communication.</p>	<p>Animal Charades, W280 - Students use charades to distinguish between wild and domesticated animals.</p>

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.3.1 Use basic knowledge of simple capitalization and punctuation rules.</p> <p>GLE 0001.3.2 Employ a variety of strategies to generate story ideas.</p> <p>GLE 0001.3.3 Compose simple stories with teacher assistance.</p> <p>GLE 0001.3.4 Evaluate own and group writing using a simple classroom rubric.</p> <p>GLE 0801.3.4 Refine strategies for editing and revising written work.</p>	

Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.4.1 Define and narrow a research question appropriate to grade level and ability.</p> <p>GLE 0001.4.2 Select a source necessary to answer a research question.</p> <p>GLE 0001.4.3 Deliver an oral report on a research question.</p> <p>GLE 0801.4.4 Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.5.1 Develop an understanding of sequential events.</p> <p>GLE 0001.5.2 Recognize the relationship of actions and consequences.</p>	

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.6.1 Comprehend the main idea of informational texts.</p> <p>GLE 0001.6.2 Recognize that illustrations support information in the texts.</p>	

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.7.1 Explore a variety of media.</p>	<p>What Bear Goes Where?, W118 - Based on information on black bears, polar bears, and grizzly bears, students construct posters of the three different bear habitats, showing major habitat components and identifying bear adaptations.</p>

Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.8.1 Explore and experience various literary genres.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p>
<p>GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.</p>	<p>And the Wolf Wore Shoes, W180 - Students divide books into those about real and those about imaginary animals and then distinguish between real and fictitious animal characteristics.</p>
<p>GLE 0001.8.3 Develop reading fluency and accuracy.</p>	
<p>GLE 0001.8.4 Identify basic literary elements.</p>	

WILD Correlations: LANGUAGE ARTS GRADE 1

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0101.1.1 Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.</p>	
<p>GLE 0101.1.2 Employ a variety of strategies to decode words and expand vocabulary.</p> <p>GLE 0101.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0101.1.4 Understand and apply the alphabetic principle.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p> <p>What's That, Habitat?, W56 - Students make drawings to learn the words used for the components of "habitat" and write simple sentences to describe what a habitat is.</p>

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0101.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p>GLE 0101.2.2 Develop critical speaking skills essential for effective communication.</p>	

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0101.3.1 Compose simple stories with a clear beginning, middle, and end.</p> <p>GLE 0101.3.2 Employ a variety of strategies to generate story ideas.</p> <p>GLE 0101.3.3 Begin to develop topic sentences.</p> <p>GLE 0101.3.4 Evaluate own and others' writing using a simple classroom rubric.</p> <p>GLE 0101.3.5 Determine how, when, and whether to incorporate graphics in written work.</p>	

Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0101.4.1 Define and narrow a research question appropriate to grade level and ability.</p> <p>GLE 0101.4.2 Select a source necessary to answer the research question.</p> <p>GLE 0101.4.3 Deliver an oral report that demonstrates a gathering of information.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0101.5.1 Further develop an understanding of sequential order.</p> <p>GLE 0101.5.2 Recognize the relationship of actions and consequences.</p>	
<p>GLE 0101.5.3 Make inferences and draw appropriate conclusions.</p>	<p>Beautiful Basics, W58 - Students organize their lists by clustering ideas into larger themes to identify basic survival needs.</p> <p>Everybody Needs a Home, W59 - Students compare the way houses meet their needs to how animals' habitats meet their needs.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0101.6.1 Follow simple directions in a short informational text.</p> <p>GLE 0101.6.2 Identify the main ideas and supporting details of informational text.</p> <p>GLE 0101.6.3 Recognize that a variety of graphics can support informational text.</p>	<p>Habittracks, W53 - Students use teacher-made maps and task cards to search for color-coded shapes representing habitat components.</p>

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0101.7.1 Explore a variety of media.</p> <p>GLE 0101.7.2 Recognize the ability of media to inform, persuade, and entertain.</p>	<p>What Bear Goes Where?, W118 - Based on information on black bears, polar bears, and grizzly bears, students construct posters of the three different bear habitats, showing major habitat components and identifying bear adaptations.</p>

Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0101.8.1 Explore and experience various literary genres.</p> <p>GLE 0101.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>GLE 0101.8.3 Develop reading fluency and accuracy.</p> <p>GLE 0101.8.4 Identify basic literary elements.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p> <p>And the Wolf Wore Shoes, W180 - Students divide books into those about real and those about imaginary animals and then distinguish between real and fictitious animal characteristics.</p>

WILD Correlations: LANGUAGE ARTS GRADE 2

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.1.1 Demonstrate control of basic English usage, mechanics, spelling, and sentence structure.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p> <p>What's That, Habitat?, W56 - Students make drawings to learn the words used for the components of "habitat" and write simple sentences to describe what a habitat is.</p>
<p>GLE 0201.1.2 Employ a variety of strategies to decode words and expand vocabulary.</p>	
<p>GLE 0201.1.3 Develop and maintain phonological awareness.</p>	
<p>GLE 0201.1.4 Understand and apply the alphabetic principle.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p>	
<p>GLE 0201.2.2 Develop critical speaking skills essential for effective communication.</p>	

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.3.1 Write in a variety of modes for a variety of audiences and purposes.</p> <p>GLE 0201.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0201.3.3 Organize ideas into a topic paragraph with complete coherent sentences.</p> <p>GLE 0201.3.4 Revise first drafts for clearer meaning, correct capitalization, and punctuation.</p> <p>GLE 0201.3.5 Evaluate own and others' writing.</p> <p>GLE 0201.3.6 Determine how, when, and whether to incorporate graphics in written work.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p>

Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.4.1 Define and narrow a question for research appropriate to grade level and ability.</p> <p>GLE 0201.4.2 Gather relevant information to answer a research question.</p> <p>GLE 0201.4.3 Write a simple research report.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.5.1 Continue to develop the ability to think logically.</p> <p>GLE 0201.5.2 Apply logic in a variety of ways.</p>	
<p>GLE 0201.5.3 Make inferences and draw appropriate conclusions.</p>	<p>Beautiful Basics, W58 - Students organize their lists by clustering ideas into larger themes to identify basic survival needs.</p> <p>Everybody Needs a Home, W59 - Students compare the way houses meet their needs to how animals' habitats meet their needs.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.6.1 Follow simple multi-step directions in a short informational text.</p> <p>GLE 0201.6.2 Comprehend the main ideas and supporting details of informational texts.</p> <p>GLE 0201.6.3 Interpret the graphics that support informational texts.</p>	<p>Habittracks, W53 - Students use teacher-made maps and task cards to search for color-coded shapes representing habitat components.</p>

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0201.7.1 Recognize the ability of media to inform, persuade, and entertain.	
GLE 0201.7.2 Enhance oral presentations and/or written work with a visual medium.	What Bear Goes Where?, W118 - Based on information on black bears, polar bears, and grizzly bears, students construct posters of the three different bear habitats, showing major habitat components and identifying bear adaptations.

Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0201.8.1 Explore and experience various literary genres. GLE 0201.8.2 Employ a variety of basic reading comprehension strategies. GLE 0201.8.3 Develop reading fluency and accuracy. GLE 0201.8.4 Identify basic literary elements.	And the Wolf Wore Shoes, W180 - Students divide books into those about real and those about imaginary animals and then distinguish between real and fictitious animal characteristics.

WILD Correlations: LANGUAGE ARTS GRADE 3

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</p>	
<p>GLE 0301.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p>
<p>GLE 0301.1.3 Demonstrate knowledge of Standard English sentence structure.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.2.1 Continue to develop basic listening skills necessary for communication.</p>	
<p>GLE 0301.2.2 Continue to develop basic speaking skills necessary for communication.</p>	<p>EthiThinking, W303 - Students use photos or drawings to picture, discuss, interpret, and evaluate outdoor activities that might be harmful to wild plants and animals.</p> <p>First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals.</p> <p>First Impressions, W178 - Students report on “scary” animals.</p> <p>Habitrekking, W79 - Students prepare and present their inquiry findings.</p>

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.3.1 Write for a variety of purposes and to a variety of audiences.</p>	<p>What's That, Habitat?, W56 - Students make drawings to learn the words used for the components of “habitat” and write simple sentences to describe what a habitat is.</p>
<p>GLE 0301.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.</p> <p>GLE 0301.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p>

Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.4.1 Identify and narrow a grade-appropriate research topic.</p>	
<p>GLE 0301.4.2 Gather information from a variety of sources to support a research topic.</p>	<p>First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals.</p> <p>Here Today, Gone Tomorrow, W154 - Students conduct research and make a master list of threatened and endangered animals locally and/or nationally, including factors affecting the animals’ condition.</p>
<p>GLE 0301.4.3 Present research results in a simple written report.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.5.1 Develop logic skills to enhance thoughtful reasoning and to facilitate learning.</p> <p>GLE 0301.5.2 Use learned logic skills to make inferences and draw conclusions in a variety of oral and written contexts.</p>	
<p>GLE 0301.5.3 Apply learned logic skills to selections read, as well as to classroom situations.</p>	<p>Everybody Needs a Home, W59 - Students compare the way houses meet their needs to how animals' habitats meet their needs.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.6.1 Apply appropriate reading strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies).</p>	<p>First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals.</p>
<p>GLE 0301.6.2 Recognize the different features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>	

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.7.1 Recognize that media can provide sources of information and entertainment.</p>	
<p>GLE 0301.7.2 Use media to publish and present information.</p>	<p>First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals. Habitrekking, W79 - Students prepare and present their inquiry findings. What Bear Goes Where?, W118 - Based on information on black bears, polar bears, and grizzly bears, students construct posters of the three different bear habitats, showing major habitat components and identifying bear adaptations.</p>

Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.8.1 Use active comprehension strategies before, during, and after reading.</p>	
<p>GLE 0301.8.2 Experience various literary genres.</p> <p>GLE 0301.8.3 Learn basic characteristics of literary genres.</p> <p>GLE 0301.8.4 Explore basic literary terms (e.g., setting, point of view, simile, metaphor, rhythm).</p>	<p>And the Wolf Wore Shoes, W180 - Students divide books into those about real and those about imaginary animals and then distinguish between real and fictitious animal characteristics.</p>

WILD Correlations: LANGUAGE ARTS GRADE 4

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0401.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</p>	
<p>GLE 0401.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0401.1.3 Demonstrate knowledge of Standard English sentence structure.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p>

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0401.2.1 Continue to develop oral language skills necessary for communication.</p>	<p>EthiThinking, W303 - Students use photos or drawings to picture, discuss, interpret, and evaluate outdoor activities that might be harmful to wild plants and animals.</p> <p>First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals.</p> <p>Habitrekking, W79 - Students prepare and present their inquiry findings.</p>
<p>GLE 0401.2.2 Continue to develop listening skills necessary for communication.</p>	

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0401.3.1 Write for a variety of purposes and to a variety of audiences.	What's That, Habitat?, W56 - Students make drawings to learn the words used for the components of “habitat” and write simple sentences to describe what a habitat is.
GLE 0401.3.2 Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content). GLE 0401.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, and publishing.	Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.

Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0401.4.1 Conduct research to access and present information. GLE 0401.4.2 Collect, organize, and determine the reliability of researched information. GLE 0401.4.3 Present research results in a written report.	First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals.

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0401.5.1 Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.	
GLE 0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts. GLE 0401.5.3 Apply logic skills to classroom situations and to selections read.	

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0401.6.1 Apply skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies). GLE 0401.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).	

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0401.7.1 Recognize that media can be a source of information and entertainment.</p>	<p>First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals.</p>
<p>GLE 0401.7.2 Use media to publish and present information.</p>	<p>Habitrekking, W79 - Students prepare and present their inquiry findings.</p>

Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.</p>	
<p>GLE 0401.8.2 Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.</p> <p>GLE 0401.8.3 Know and understand the basic characteristics of the genres studied.</p> <p>GLE 0401.8.4 Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).</p>	<p>And the Wolf Wore Shoes, W180 - Students divide books into those about real and those about imaginary animals and then distinguish between real and fictitious animal characteristics.</p>

WILD Correlations: LANGUAGE ARTS GRADE 5

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</p> <p>GLE 0501.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0501.1.3 Demonstrate knowledge of Standard English sentence structure.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0501.2.1 Continue to develop critical listening skills necessary for comprehension and task completion.</p> <p>GLE 0501.2.2 Continue to develop strategies for expressing thoughts and ideas clearly and effectively.</p> <p>GLE 0501.2.3 Explore the organizational structures of speeches.</p>	<p>Interview a Spider, W12 - Students interview each other as an animal and then switch roles. They then gather the information and write a report on their findings.</p>

GLE 0501.2.4 Participate in teams for work and discussion.

Checks and Balances, W387 - Students discuss the changes they record and how realistic the events in the simulation are.

Dragonfly Pond, AW198 - Students discuss possible alternative land-use decisions and create a collage showing chosen land-use activities around a pond.

Enviro-Ethics, W443 - Students work in teams and discuss topics that relate to what is ethical when it comes to the environment.

Flip the Switch for Wildlife, W319 - Students discuss the potential impacts of their personal energy-use practices on wildlife.

Litter We Know, W434 - Students discuss ways litter could harm wildlife and ways litter could be eliminated.

Lobster in Your Lunchbox, W245 - Students create a classroom chart of plants and animals that provide human food; and analyze, discuss, and summarize findings.

Migration Barriers, W308 - Students draw murals showing deer migration routes and the consequences of development of a highway through the area.

Pay to Play, W216 - Students discuss the simulation/game and consider various modifications and their potential effects.

Prairie Memoirs, W188 - Students research and read some selections on U.S. History from 1840 to 1890. Students analyze the findings and discuss the reading selections.

Pro & Con..., W338 - Students research consumptive and nonconsumptive use and organize the information for a debate. Students use pros and cons of each to defend their standpoint on the topic.

Quick Frozen Critters, W122 - Students discuss their experiences in a game of “freeze tag” and make inferences to wildlife.

Riparian Zone, W341 - Students work in groups to research and prepare a presentation for a mock “commission hearing” on a proposal to remove non-native tree from 100 miles of riverbank.

Shrinking Habitat, W310 - Students discuss potential impacts of land development on wildlife.

To Dam or Not to Dam, AW184 - Students role-play individuals representing differing perspectives and concerns related to a complex land-use issue.

	<p>What Did Your Lunch Cost Wildlife, W68 - Students discuss and summarize their findings about how food transportation affects wildlife and the environment.</p> <p>What's In the Water?, AW140 - Students make recommendations about actions that could be taken to improve the habitat.</p>
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Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0501.3.1 Write for a variety of purposes and to a variety of audiences.</p>	<p>Adaptation Artistry, W128- After students create imaginary birds, they write short reports that include descriptions of the birds' adaptations.</p> <p>Animal Poetry, W282 - Students write poems as they imagine themselves as animals.</p> <p>The Hunter, W287 - Students read and discuss a story, or write their own ending.</p> <p>Interview a Spider, W12 - Students interview each other as an animal and then switch roles. They then gather the information and write a report on their findings.</p> <p>Something's Fishy Here!, AW145 - Students read and discuss a story, inventing their own endings that lead to environmental action in their community.</p>
<p>GLE 0501.3.2 Write in a variety of modes and genres, including narration, literary response, personal expression, description, and imaginative.</p> <p>GLE 0501.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.</p>	<p>Aquatic Times, AW188 - Students investigate, write, and produce a newspaper that features aquatic information and issues.</p>

Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0501.4.1 Conduct research to access and present information.</p>	<p>Aquatic Roots, WA177 - Students use reference materials to research various local aquatic plants, or animals, to find out whether they are natives or exotics and investigate their effects on people, other animals, and the environment.</p> <p>Good Buddies, W91 - Students research pairs of animals, play a card game, and classify the pairs of animals according to the three major forms of symbiotic relationships.</p> <p>Hazardous Links, Possible Solutions, W326 - Students research and report on chemicals known to bioaccumulate in food chains.</p> <p>History of Wildlife Management, W267 - Students generate questions and contact agencies and organizations involved in wildlife management for information.</p> <p>Planting Animals, W152 - Students write letters to a wildlife agency or research wildlife publications to get information on “translocated” wildlife.</p> <p>Pro & Con..., W338 - Students research consumptive and nonconsumptive use and organize the information for a debate. Students use pros and cons of each to defend their standpoint on the topic.</p> <p>Rare Bird Eggs for Sale, W 335 - Students participate in a debate to consider reasons for and against collecting wildlife and wildlife products. They create a list of alternatives to collecting.</p> <p>Smokey Bear Said What?, W314 - Students brainstorm positive and negative effects of forest and grassland fires; conduct research; and create murals showing changes from fire in forest and grassland ecosystems.</p> <p>Spider Web Geometry, W34 - Students research the spider of their choice and then construct a replica of the spider’s web.</p>

	<p>Which Niche?, W66 - Students conduct interviews and write a summary report of their results.</p> <p>Who Fits Here?, W64 - Students work in groups to research an ecosystem and create posters and sets of “animal cards”.</p> <p>World Travelers, W330 - Students create reports on the effects of exotic species on native plant populations and ways to manage exotic species.</p>
<p>GLE 0501.4.2 Collect, organize, determine reliability, and use information researched.</p>	<p>Fishy Who’s Who, AW8 - Students obtain information about the various fish species that occur in local habitats and locate the fish species on a map.</p> <p>For Your Eyes Only, W196 - Students write about their observations, express their ideas clearly, and discuss their findings with the class. The students also analyze their findings and compare them to famous quotes.</p> <p>Here Today, Gone Tomorrow, W154 - Students conduct research and make a master list of threatened and endangered animals locally and/or nationally, including factors affecting the animals’ condition.</p> <p>Interview a Spider, W12 - Students interview each other as an animal and then switch roles. They then gather the information and write a report on their findings.</p> <p>Wildlife Bibliography, W253 - Students research and construct annotated bibliographies on wildlife topics.</p> <p>Wildwork, W385 - Students research wildlife related careers and develop presentations to be given to the class.</p>
<p>GLE 0501.4.3 Present the research results in a written report, citing the resources used.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0501.5.1 Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</p>	
<p>GLE 0501.5.2 Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.</p>	<p>Alice in Waterland, AW151 - Students experience a simulated field trip and discuss potential water use impacts.</p> <p>Career Critters, W371 - Students discuss the solutions to environmental problems presented by the reading excerpts. The students use logic to make inferences and draw conclusions about how to solve the problem.</p> <p>Changing the Land, W345 - Students read background information and two land-use change scenarios to answer questions. They create a projected land-use plan for the local community based on a hypothetical scenario.</p> <p>Water's Going On?, AW149 - Students design and try out ways to conserve water.</p> <p>What You Wear Is What They Were, W210 - Students draw, label and analyze their clothing according to the natural resources from which they are derived; and make personal judgments about appropriate uses of such natural resources based on criteria which they establish.</p>
<p>GLE 0501.5.3 Explore the concept of persuasive devices.</p>	

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0501.6.1 Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies, graphic organizers, questioning text).</p> <p>GLE 0501.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p> <p>GLE 0501.6.3 Explore the organizational structures of informational texts.</p>	<p>Career Critters, W371 - Students discuss the solutions to environmental problems presented by the reading excerpts. The students use logic to make inferences and draw conclusions about how to solve the problem.</p> <p>Let's Talk Turkey, W248 - Students create a time line chronicling the historical use of wild turkey by societies through time and its ultimate decline and restoration in the wild.</p>

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0501.7.1 Recognize that media can provide sources of information and entertainment.</p>	<p>Cartoons and Bumper Stickers, W192 - Students analyze persuasive devices in order to decide the purpose of the cartoons and/or bumper stickers.</p> <p>Does Wildlife Sell?, W213 - Students read various advertisements and analyze the purpose of the material.</p> <p>Power of a Song, W194 - Students discuss how environmental songs influence people's attitudes. As an Extension, students write an environmental song.</p> <p>Saturday Morning Wildlife Watching, W184 - Students read various materials such as comic books, newspapers, etc. Students analyze and discuss how cartoons might influence people's perception of wildlife.</p>

<p>GLE 0501.7.2 Use media to publish and present information.</p>	<p>Migration Barriers, W308 - Students draw murals showing deer migration routes and the consequences of development of a highway through the area.</p> <p>Pond Succession, AW66 - Students create murals showing three major stages of pond succession.</p> <p>Time Lapse, W158 - Students prepare and present a visual interpretation of successional stages in a forest.</p>
<p>GLE 0501.7.3 Understand that the choice of medium influences the message in a presentation.</p>	

Content Standard 8: LITERATURE

<p>Learning Expectations</p>	<p>Project WILD (W) and Aquatic WILD (AW) Correlations</p>
<p>GLE 0501.8.1 Use previously learned comprehension strategies before, during, and after reading.</p>	<p>Prairie Memoirs, W188 - Students research and read some selections on U.S. History from 1840 to 1890. Students analyze the findings and discuss the reading selections.</p>
<p>GLE 0501.8.2 Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction.</p>	<p>Animal Poetry, W282 - Students write poems as they imagine themselves as animals.</p>
<p>GLE 0501.8.3 Understand the basic characteristics of the genres (e.g., narratives, prose, poetry, drama) studied.</p>	
<p>GLE 0501.8.4 Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).</p>	<p>Wetland Metaphors, AW39 - Students are presented with a selection of objects to investigate as metaphors for the natural functions of wetlands.</p>

WILD Correlations: LANGUAGE ARTS GRADE 6

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0601.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0601.1.3 Understand and use correctly a variety of sentence structures.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><u>Listening</u></p> <p>GLE 0601.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p>	<p>Riparian Retreat, AW118 - Awareness of a riparian zone is created through the use of a simulated field trip and art work.</p>
<p>GLE 0601.2.2 Begin to differentiate between summarizing and paraphrasing.</p> <p>GLE 0601.2.3 Begin to distinguish between a summary and a critique.</p> <p>GLE 0601.2.4 Identify the thesis and main points of a speech.</p>	

<p>GLE 0601.2.5 Identify the organizational structure of a speech.</p>	
<p>Speaking</p> <p>GLE 0601.2.6 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p>GLE 0601.2.7 Deliver effective oral presentations.</p>	<p>Microtrek Treasure Hunt, W82 - Students orally report their inquiry findings.</p> <p>Stormy Weather, W85 - Students share their imagined experiences during a “virtual field trip”.</p>
<p>GLE 0601.2.8 Participate in work teams and group discussions.</p>	<p>Checks and Balances, W387 - Students discuss the changes they record and how realistic the events in the simulation are.</p> <p>Watershed, AW132 - Students discuss the varied roles a watershed plays in human and wildlife habitat.</p> <p>Where Does Water Run?, AW21 - Students discuss the possible fates of the rainwater striking a site.</p>

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0601.3.1 Write in a variety of modes for a variety of audiences and purposes.</p>	<p>Animal Poetry, W282 - Students write poems as they imagine themselves as animals.</p> <p>Aquatic Times, AW188 - Students investigate, write, and produce a newspaper that features aquatic information and issues.</p> <p>Fishy Who's Who, AW8 - Students obtain information about the various fish species that occur in local habitats and locate the fish species on a map.</p> <p>Interview a Spider, W12 - Students interview each other as an animal and then switch roles. They then gather the information and write a report on their findings.</p> <p>Water Wings, AW110 - Students visualize a simulated field trip and then create artwork and poetry.</p> <p>Wetland Metaphors, AW39 - Students are presented with a selection of objects to investigate as metaphors for the natural functions of wetlands.</p> <p>What's for Dinner?, W96 - Students write and develop their own menus and analyze where their food comes from.</p>
<p>GLE 0601.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0601.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0601.3.4 Refine strategies for editing and revising written work.</p>	

Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0601.4.1 Define and narrow a problem or research topic.</p>	
<p>GLE 0601.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p>Interview a Spider, W12 - Students interview each other as an animal and then switch roles. They then gather the information and write a report on their findings.</p> <p>Kelp Help, AW195 - Students research kelp, create a mural, and report to the class their findings.</p> <p>Planting Animals, W152 - Students write letters to a wildlife agency or research wildlife publications to get information on “translocated” wildlife.</p> <p>Spider Web Geometry, W34 - Students research the spider of their choice and then construct a replica of the spider’s web.</p> <p>Who Fits Here?, W64 - Students work in groups to research an ecosystem and create posters and sets of “animal cards”.</p> <p>Wildlife Bibliography, W253 - Students research and construct annotated bibliographies on wildlife topics.</p> <p>Wild Words, W41 - Students write in journals their observations of the outdoors. They also research a well known naturalist journal and analyze several works by several authors to recognize different emotions.</p>
<p>GLE 0601.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p>GLE 0601.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0601.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p>Quick Frozen Critters, W122 - Students discuss their experiences in a game of “freeze tag” and make inferences to wildlife. Water's Going On?, AW149 - Students design and try out ways to conserve water. What's In the Water?, AW140 - Students make recommendations about actions that could be taken to improve the habitat.</p>
<p>GLE 0601.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0601.5.3 Explore deductive and inductive reasoning.</p> <p>GLE 0601.5.4 Analyze written and oral communication for persuasive devices.</p>	<p>Wild Words, W41 - Students write in journals their observations of the outdoors. They also research a well known naturalist journal and analyze several works by several authors to recognize different emotions.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0601.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.</p>	
<p>GLE 0601.6.2 Identify the organizational structures of informational texts.</p> <p>GLE 0601.6.3 Read, interpret, and analyze text features that support informational texts.</p>	

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0601.7.1 Analyze media for their ability to inform, persuade, and entertain.</p> <p>GLE 0601.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p>GLE 0601.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	
<p>GLE 0601.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p>	<p>Pond Succession, AW66 - Students create murals showing three major stages of pond succession.</p> <p>Riparian Retreat, AW118 - Awareness of a riparian zone is created through the use of a simulated field trip and art work.</p> <p>Time Lapse, W158 - Students prepare and present a visual interpretation of successional stages in a forest.</p>

Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0601.8.1 Read and comprehend a variety of works from various forms of literature.</p>	<p>Wild Words, W41 - Students write in journals their observations of the outdoors. They also research a well known naturalist journal and analyze several works by several authors to recognize different emotions.</p>
<p>GLE 0601.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p>	
<p>GLE 0601.8.3 Recognize the conventions of various literary genres.</p> <p>GLE 0601.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p>GLE 0601.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).</p>	

WILD Correlations: LANGUAGE ARTS GRADE 7

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0701.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0701.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0701.1.3 Understand and use correctly a variety of sentence structures.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><u>Listening</u></p> <p>GLE 0701.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0701.2.2 Distinguish among summaries, paraphrases, and critiques.</p> <p>GLE 0701.2.3 Identify the thesis and main points of a speech.</p>	

<p>GLE 0701.2.4 Analyze the organizational structure of a speech.</p> <p>Speaking</p> <p>GLE 0701.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p>	
<p>GLE 0701.2.6 Deliver effective oral presentations.</p>	<p>Wildwork, W385 - Students research wildlife related careers and develop presentations to be given to the class.</p>
<p>GLE 0701.2.7 Participate in work teams and group discussions.</p>	<p>Changing Societies, W258 -Students read and use information on one of three scenarios to imagine resource use by Native Americans in three different regions.</p> <p>Checks and Balances, W387 - Students discuss the changes they record and how realistic the events in the simulation are.</p> <p>Dragonfly Pond, AW198 - Students discuss possible alternative land-use decisions and create a collage showing chosen land-use activities around a pond.</p> <p>Enviro-Ethics, W443 - Students work in teams and discuss topics that relate to what is ethical when it comes to the environment.</p> <p>Litter We Know, W434 - Students discuss ways litter could harm wildlife and ways litter could be eliminated.</p> <p>Lobster in Your Lunchbox, W245 - Students create a classroom chart of plants and animals that provide human food; and analyze, discuss, and summarize findings.</p> <p>Migration Barriers, W308 - Students draw murals showing deer migration routes and the consequences of development of a highway through the area.</p> <p>Net Gain, Net Effect, AW85 - Students discuss their “fishing” experiences and consider the advantages of various fishing techniques.</p> <p>Pay to Play, W216 - Students discuss the simulation/game and consider various modifications and their potential effects.</p> <p>Pro & Con..., W338 - Students research consumptive and nonconsumptive use and organize the information for a debate. Students use pros and cons of each to defend their standpoint on the topic.</p>

	<p>Riparian Zone, W341 - Students work in groups to research and prepare a presentation for a mock “commission hearing” on a proposal to remove non-native tree from 100 miles of riverbank.</p> <p>Shrinking Habitat, W310 - Students discuss potential impacts of land development on wildlife.</p> <p>To Dam or Not to Dam, AW184 - Students role-play individuals representing differing perspectives and concerns related to a complex land-use issue.</p> <p>Wildlife in National Symbols, W186 - Students research national symbols and make posters to depict their findings.</p>
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Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0701.3.1 Write in a variety of modes for a variety of audiences and purposes.</p>	<p>Animal Poetry, W282 - Students write poems as they imagine themselves as animals.</p> <p>Aquatic Times, AW188 - Students investigate, write, and produce a newspaper that features aquatic information and issues.</p> <p>Fishy Who’s Who, AW8 - Students obtain information about the various fish species that occur in local habitats and locate the fish species on a map.</p> <p>The Hunter, W287 - Students read and discuss a story, or write their own ending.</p> <p>Power of a Song, W194 - Students discuss how environmental songs influence people’s attitudes. As an Extension, students write an environmental song.</p> <p>Something's Fishy Here!, AW145 - Students read and discuss a story, inventing their own endings that lead to environmental action in their community.</p> <p>Water Wings, AW110 - Students visualize a simulated field trip and then create artwork and poetry.</p>

<p>GLE 0701.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0701.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0701.3.4 Refine strategies for editing and revising written work.</p>	
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Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0701.4.1 Define and narrow a problem or research topic.</p>	
<p>GLE 0701.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p>Aquatic Roots, WA177 - Students use reference materials to research various local aquatic plants, or animals, to find out whether they are natives or exotics and investigate their effects on people, other animals, and the environment.</p> <p>Changing Attitudes, W255 - Students design and conduct community interviews, compiling and summarizing findings to trace changes over time in attitudes about wildlife.</p> <p>Ecosystem Facelift, W166 - Students research potential plants to use in their proposed site restoration. They present their plans to the class.</p> <p>For Your Eyes Only, W196 - Students write about their observations, express their ideas clearly, and discuss their findings with the class. The students also analyze their findings and compare them to famous quotes.</p> <p>Hazardous Links, Possible Solutions, W326 - Students research and report on chemicals known to bioaccumulate in food chains.</p> <p>History of Wildlife Management, W267 - Students generate questions and contact agencies and organizations involved in wildlife management for information.</p>

	<p>Museum Search for Wildlife, W182 - Students research how wildlife is presented in cultural art forms using museum artifacts, reference materials, or Internet sources.</p> <p>Planting Animals, W152 - Students write letters to a wildlife agency or research wildlife publications to get information on “translocated” wildlife.</p> <p>Pro & Con..., W338 - Students research consumptive and nonconsumptive use and organize the information for a debate. Students use pros and cons of each to defend their standpoint on the topic.</p> <p>Saturday Morning Wildlife Watching, W184 - Students read various materials such as comic books, newspapers, etc. Students analyze and discuss how cartoons might influence people’s perception of wildlife.</p> <p>Smokey Bear Said What?, W314 - Students brainstorm positive and negative effects of forest and grassland fires; conduct research; and create murals showing changes from fire in forest and grassland ecosystems.</p> <p>Watered-Down History, AW91 - Students investigate the history of a chosen waterway through research methods, a taped personal interview, and public records, and then display their findings on a mural.</p> <p>Wildlife Bibliography, W253 - Students research and construct annotated bibliographies on wildlife topics.</p> <p>Wildlife in National Symbols, W186 - Students research national symbols and make posters to depict their findings.</p> <p>Wildwork, W385 - Students research wildlife related careers and develop presentations to be given to the class.</p>
<p>GLE 0701.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p>GLE 0701.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0701.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p>Changing the Land, W345 - Students read background information and two land-use change scenarios to answer questions. They create a projected land-use plan for the local community based on a hypothetical scenario. of such natural resources based on criteria which they establish. Ethi-Reasoning, W203 - Students read, discuss, make judgments and write about hypothetical dilemmas concerning wildlife and/or natural resources. For Your Eyes Only, W196 - Students write about their observations, express their ideas clearly, and discuss their findings with the class. The students also analyze their findings and compare them to famous quotes. Water's Going On?, AW149 - Students design and try out ways to conserve water. What You Wear Is What They Were, W210 - Students draw, label and analyze their clothing according to the natural resources from which they are derived; and make personal judgments about appropriate uses What's In the Water?, AW140 - Students make recommendations about actions that could be taken to improve the habitat.</p>
<p>GLE 0701.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0701.5.3 Demonstrate an understanding of deductive and inductive reasoning.</p>	
<p>GLE 0701.5.4 Analyze written and oral communication for persuasive devices.</p>	<p>Cartoons and Bumper Stickers, W192 - Students analyze persuasive devices in order to decide the purpose of the cartoons and/or bumper stickers. Power of a Song, W194 - Students discuss how environmental songs influence people's attitudes. As an Extension, students write an environmental song.</p>

	Wildlife in National Symbols, W186 - Students research national symbols and make posters to depict their findings.
GLE 0701.5.5 Explore the concept of premises, including false premises.	
GLE 0701.5.6 Explore the concept of logical fallacies.	

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0701.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.	Let's Talk Turkey, W248 - Students create a time line chronicling the historical use of wild turkey by societies through time and its ultimate decline and restoration in the wild.
GLE 0701.6.2 Analyze the organizational structures of informational texts.	
GLE 0701.6.3 Read, interpret, and analyze text features that support informational texts.	

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0701.7.1 Analyze media for their ability to inform, persuade, and entertain.	

<p>GLE 0701.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p>	
<p>GLE 0701.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	<p>Does Wildlife Sell?, W213 - Students read various advertisements and analyze the purpose of the material.</p>
<p>GLE 0701.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p>	<p>Migration Barriers, W308 - Students draw murals showing deer migration routes and the consequences of development of a highway through the area. Pond Succession, AW66 - Students create murals showing three major stages of pond succession. Time Lapse, W158 - Students prepare and present a visual interpretation of successional stages in a forest.</p>

Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature.</p> <p>GLE 0701.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0701.8.3 Recognize the conventions of various literary genres.</p> <p>GLE 0701.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p>GLE 0701.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).</p>	

WILD Correlations: LANGUAGE ARTS GRADE 8

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0801.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p>GLE 0801.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p>GLE 0801.1.3 Understand and use correctly a variety of sentence structures.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><u>Listening</u></p> <p>GLE 0801.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>GLE 0801.2.2 Distinguish among summaries, paraphrases, and critiques.</p>	

<p>GLE 0801.2.3 Identify the thesis and main points of a speech.</p> <p>GLE 0801.2.4 Analyze the structure of a speech.</p> <p>Speaking</p>	
<p>GLE 0801.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p>GLE 0801.2.6 Deliver effective oral presentations.</p>	<p>Microtrek Treasure Hunt, W82 - Students orally report their inquiry findings.</p>
<p>GLE 0801.2.7 Participate in work teams and group discussions.</p>	<p>Flip the Switch for Wildlife, W319 - Students discuss the potential impacts of their personal energy-use practices on wildlife.</p> <p>Where Does Water Run?, AW21 - Students discuss the possible fates of the rainwater striking a site.</p>

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0801.3.1 Write in a variety of modes for a variety of audiences and purposes.</p>	<p>Adaptation Artistry, W128- After students create imaginary birds, they write short reports that include descriptions of the birds' adaptations.</p> <p>Animal Poetry, W282 - Students write poems as they imagine themselves as animals.</p> <p>Aquatic Times, AW188 - Students investigate, write, and produce a newspaper that features aquatic information and issues.</p> <p>Interview a Spider, W12 - Students interview each other as an animal and then switch roles. They then gather the information and write a report on their findings.</p> <p>Mermaids and Manatees, AW80 - Students describe aquatic animals using a narrative style of writing that, in turn, is the basis for a drawing or painting done by other students.</p>

<p>GLE 0801.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0801.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p>GLE 0801.3.4 Refine strategies for editing and revising written work.</p>	
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Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0801.4.1 Define and narrow a problem or research topic.</p>	
<p>GLE 0801.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p>Aquatic Roots, AW177 - Students use reference materials to research various local aquatic plants, or animals, to find out whether they are natives or exotics and investigate their effects on people, other animals, and the environment.</p> <p>Fishy Who’s Who, AW8 - Students obtain information about the various fish species that occur in local habitats and locate the fish species on a map.</p> <p>Hazardous Links, Possible Solutions, W326 - Students research and report on chemicals known to bioaccumulate in food chains.</p> <p>Here Today, Gone Tomorrow, W154 - Students conduct research and make a master list of threatened and endangered animals locally and/or nationally, including factors affecting the animals’ condition.</p> <p>Interview a Spider, W12 - Students interview each other as an animal and then switch roles. They then gather the information and write a report on their findings.</p> <p>Planting Animals, W152 - Students write letters to a wildlife agency or research wildlife publications to get information on “translocated” wildlife.</p>

	<p>Spider Web Geometry, W34 - Students research the spider of their choice and then construct a replica of the spider’s web.</p> <p>Which Niche?, W66 - Students conduct interviews and write a summary report of their results.</p> <p>Who Fits Here?, W64 - Students work in groups to research an ecosystem and create posters and sets of “animal cards”.</p> <p>Wildlife Bibliography, W253 - Students research and construct annotated bibliographies on wildlife topics.</p> <p>World Travelers, W330 - Students create reports on the effects of exotic species on native plant populations and ways to manage exotic species.</p>
<p>GLE 0801.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p>GLE 0801.4.4 Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0801.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p>Career Critters, W371 - Students discuss the solutions to environmental problems presented by the reading excerpts. The students use logic to make inferences and draw conclusions about how to solve the problem.</p>
<p>GLE 0801.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p>GLE 0801.5.3 Distinguish between inductive and deductive reasoning.</p> <p>GLE 0801.5.4 Analyze written and oral communication for persuasive devices.</p>	

<p>GLE 0801.5.5 Identify and analyze premises, including false premises.</p>	
<p>GLE 0801.5.6 Continue to explore logical fallacies.</p>	

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0801.6.1 Comprehend and summarize the main ideas and supporting details of informational texts</p> <p>GLE 0801.6.2 Analyze the organizational structures of informational texts.</p> <p>GLE 0801.6.3 Read, interpret, and analyze text features that support informational texts.</p>	

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0801.7.1 Analyze media for their ability to inform, persuade, and entertain.</p> <p>GLE 0801.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p>	

<p>GLE 0801.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	
<p>GLE 0801.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p>	<p>Pond Succession, AW66 - Students create murals showing three major stages of pond succession. Time Lapse, W158 - Students prepare and present a visual interpretation of successional stages in a forest.</p>

<h2>Content Standard 8: LITERATURE</h2>	
<h3>Learning Expectations</h3>	<h3>Project WILD (W) and Aquatic WILD (AW) Correlations</h3>
<p>GLE 0801.8.1 Read and comprehend a variety of works from various forms of literature.</p>	
<p>GLE 0801.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>GLE 0801.8.3 Recognize the conventions of various literary genres.</p> <p>GLE 0801.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p>GLE 0801.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).</p>	