

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>	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<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>	