

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
GLE 0501.5.1 Refine logic skills to facilitate learning and to enhance thoughtful reasoning.	
GLE 0501.5.2 Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.	Alice in Waterland, AW151 - Students experience a simulated field trip and discuss potential water use impacts. 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. 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. 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 of such natural resources based on criteria which they establish.
GLE 0501.5.3 Explore the concept of persuasive devices.	

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

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